



PINELLAS  
COUNTY  
SCHOOLS

2025  
2026

# NEW INSTRUCTIONAL HIRE HANDBOOK

Developed by the offices of Professional Learning  
and Human Resource Services

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

visit: Professional Learning Department:

<https://www.pcsb.org/PD>

Talent Acquisition:

<https://www.pcsb.org/talent>

## Keep In Touch With Us

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ESPAÑOL FACEBOOK

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YOUTUBE

INSTAGRAM

LINKEDIN

PEACHJAR

SCHOOLS ON SOCIAL MEDIA





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

## **School Board Members**



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Kevin K. Hendrick  
Superintendent

**Vision: 100% Student Success**

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





# Welcome!

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

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

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

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

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

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

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

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

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

Sincerely,

**Kevin K. Hendrick**

**Superintendent**



**VISION:** 100% student success

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

# WHO WE ARE

## CORE VALUES

### Commitment to children, families and community

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

### Respectful and caring relationships

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

### Cultural competence

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

### Integrity

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

### Responsibility

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

### Connectedness

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







## **Our District**

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

## **Pathways**

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

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

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

## **Points of Pride**

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

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## Professional Learning and Support

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

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

| Name                  | Role                                    | E-Mail                                                               | Phone              |
|-----------------------|-----------------------------------------|----------------------------------------------------------------------|--------------------|
| Melissa Wolcott-Crabb | Mentors, New Hires, Embrace, Onboarding | <a href="mailto:wolcott-crabbm@pcsb.org">wolcott-crabbm@pcsb.org</a> | 588-6224 ext.1940  |
| Adam Zele             | Transition to Teaching                  | <a href="mailto:zelea@pcsb.org">zelea@pcsb.org</a>                   | 588-6224 ext.1946  |
| William Aligood       | Marzano Evaluation                      | <a href="mailto:aligoodw@pcsb.org">aligoodw@pcsb.org</a>             | 588-6224 ext.1320  |
| Karen Collier         | Teacher Leadership                      | <a href="mailto:collierka@pcsb.org">collierka@pcsb.org</a>           | 588-6224 ext.1909  |
| Lisa Brackney         | Professional Learning Network           | <a href="mailto:brackneyl@pcsb.org">brackneyl@pcsb.org</a>           | 588-6224 ext. 1419 |
| Robin Ford            | Classroom Management                    | <a href="mailto:fordr@pcsb.org">fordr@pcsb.org</a>                   | 588-6224 ext. 6223 |



For detailed information about all our [departments and divisions](#), please visit our main website at [www.pcsb.org](http://www.pcsb.org)

- Administration Building main number: 727-588-6000
- Help Desk: 727-588-6060
- Walter Pownal Service Center main number: 727-547-7100
- Human Resources: 727-588-5011
- Professional Learning: 727-588-6312
- Risk Management: and Insurance: 727-588-3051
- Office of Professional standards: 727-588-6472
- Payroll: 727-588-6162

\*Leave of Absence: [pcслеaves@pcsb.org](mailto:pcслеaves@pcsb.org)

\*Employee Records: Employment verifications, teacher service verification to other districts, etc. at [pcsrcordsrequest@pcsb.org](mailto:pcsrcordsrequest@pcsb.org)

\*Name Changes: Submit a signed PCS Form 3-1909 Employee Change of Address/Marital Status/Name Form with a new social security card in your new name to [hurnamechange@pcsb.org](mailto:hurnamechange@pcsb.org)



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

Q: When Do I get my computer?

A: If you participate in Embrace, you will receive your computer then. If you do not participate/attend Embrace, check with your Principal or Principal secretary for a new computer (request via Tech Help).

Q: When do I get my username and password?

A: New employees contact the Help Desk at 727-588-6060 to receive their user ID and Password after 2 to 3 business days from processing. Allow 2 to 3 weeks during the summer months.

Q: What do I do after I receive my username and password?

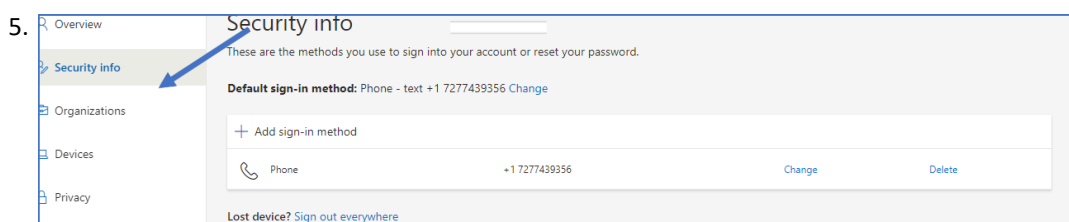
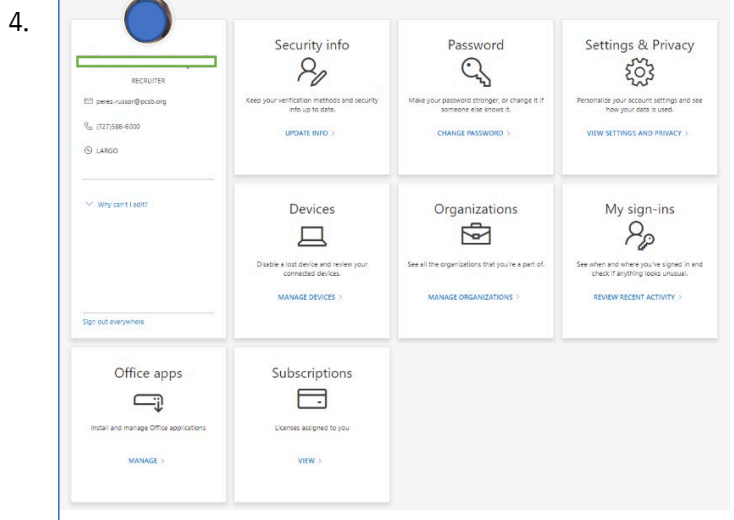
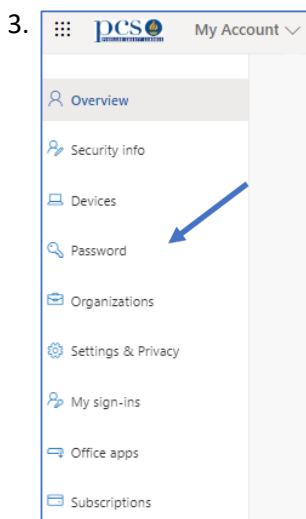
A: After you receive your user name and password, register your account at [www.pcsb.org/passwords](http://www.pcsb.org/passwords) to be able to reset, unlock and change your password on your own, from school, or at home.

Q: How do I get my Verification Code set up to access my e-mail from home?

A: You can ask the help desk to set you up at the same time they are setting you up for a username and password. If you forget, just follow the steps below.

1. Go to <http://mail.pcsb.org/> It will take you to your e-mail. Click on your picture/letter icon (top right)

2. Click on view account



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



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

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

A: Email your request to Employee Records at [pcsrecordsrequest@pcsb.org](mailto:pcsrecordsrequest@pcsb.org)

Q: How to change Marital Status (Name Change)?

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

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

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

### Information and resources access your Employee Self Service (ESS)

#### Employee Self Service

**Home**  
About ESS  
Pay Info  
Salary  
12 Month Pay Opt  
Summer Bridge Application  
Leave  
1095C  
W2  
W4  
Personal/Emergency Contact Info  
Benefit & Comp. Guide  
Certification  
Employee Contracts  
Hurricane Shelter Commitment  
Beneflex Confirmation

**Welcome to the Pinellas County Schools Employee Self Service website**  
This site will allow PCS employees to view and in some cases update their own personal information

**After you log in using your PCS employee username and password, activities include:**

- Browse your earnings history and print individual pay statements
- View your current salary information
- Apply / Un-Apply for the 12 month payroll option
- View your sick, personal, vacation balances
- View / Print your W-2 wage and tax statements
- View your W-4 withholding allowance information
- View / Change your personal information currently on file
- Renew your teaching certificate and other certification activities
- View your personalized Benefits & Compensation Guide
- View / Print benefit coverage's
- Annual Open Enrollment - enroll in or change your benefit options
- Electronic employment contract signature / View archived contracts

[View payroll and staff calendars](#)

**Important Notices**

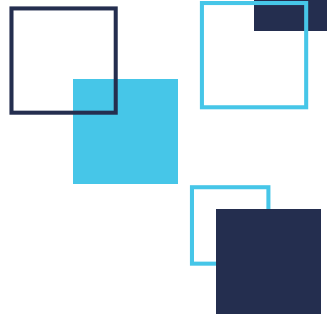
**Consent for Electronic Version of W-2 IRS Tax Form**  
Now Available - If you wish to view/print your own W-2 Tax Form in January, please login and click on the "W2" link.

**Consent for Electronic Version of 1095C IRS Tax Form**  
Now Available - If you wish to view/print your own 1095C Insurance Tax Form in January, please login and click on the "1095C" link.

**Instructional Employee Contracts**  
If you received an email directing you here to sign your contract, after you login, click on "Employee Contracts" to electronically sign and print your annual employment contract.

-- Application for the **12 month payroll option** on ESS is available in spring months through the end of June.





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



OutBoard

?

Directory of Locations

Administration:

Elementary:

Middle:

High:

Center:

Adult:

Plant Operations WPSC

PreK Handicapped

Professional Development

PreK at North ESE

PreK at South ESE

Prevention

Psychological Services

Purchasing

School Climate Transformation

School Health Services

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

[illegible]



Login



Dashboard



Calendar



Inbox



History



Help



## [Embrace Pinellas FOCUS Resources](#)



### [EMBRACE PRACTICE RESOURCE: FOCUS SCENARIOS](#)

[FOCUS University Training Videos for Teachers](#)

[FOCUS Portal Basics](#)

[FOCUS Gradebook Resources](#)

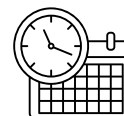
[Taking Attendance in FOCUS](#)

[Student Information & Lists](#)

[FOCUS Communication Tools](#)

[Positive Behaviors Module in FOCUS](#)

 [View Course Stream](#)



[View Calendar](#)

### Coming Up

Nothing for the next week

## Absence Management

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



Frontline  
Education  
Absence Ma...

### CREATING AN ABSENCE

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

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

■ Absences
■ Closed Day
■ In-Service Day

Create Absence
3 Scheduled Absences
1 Past Absences
0 Denied Absences

**Please select a date**

April 2018

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
| 1   | 2   | 3   | 4   | 5   | 6   | 7   |
| 8   | 9   | 10  | 11  | 12  | 13  | 14  |
| 15  | 16  | 17  | 18  | 19  | 20  | 21  |
| 22  | 23  | 24  | 25  | 26  | 27  | 28  |
| 29  | 30  | 1   | 2   | 3   | 4   | 5   |

**Helpful Hint:**  
You can select multiple days individually or click-and-drag to select a range of dates.

**Substitute Required**

Yes

**Absence Reason**

Select One

**Time**

Please enter a valid time range using the HH:MM AM format.

Full Day

07:00 AM

to

03:00 PM

**Notes to Administrator**  
(not viewable by Substitute)

255 character(s) left

**Notes to Substitute**

255 character(s) left

**FILE ATTACHMENTS**

DRAG AND DROP FILES HERE

Choose File No file chosen

**Shared Attachments**

Cancel
✓ Create Absence





## Managing Your Pin and Personal Information

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

|                                |                                                                                                             |
|--------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>Personal Info</b>           | <b>Personal Info</b>                                                                                        |
| <b>Change Phone Pin</b>        | <b>General Information</b>                                                                                  |
| <b>Shared Attachments</b>      | <b>Name:</b> Amy Pond                                                                                       |
| <b>Preferred Substitutes</b>   | <b>Phone:</b> 6105553747                                                                                    |
| <b>Excluded Substitutes</b>    | <b>Email Address:</b> Apond@education.com                                                                   |
| <b>Absence Reason Balances</b> | <b>Title:</b>                                                                                               |
|                                | <b>Room Number:</b> Main Office                                                                             |
|                                | <b>Language:</b> English Your language preference can be changed in your <a href="#">Account Settings</a> . |
|                                | <b>Address</b>                                                                                              |

|                                  |                      |
|----------------------------------|----------------------|
| <b>HELP RESOURCES</b>            | Amy Pond<br>Employee |
| <b>CONTACT YOUR ORGANIZATION</b> |                      |
| Victoria County School District  |                      |
| Eric Owens                       |                      |
| Phone: (555) 849-9075            |                      |
| Frontline Support                |                      |

### GETTING HELP AND TRAINING

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

### ACCESSING ABSENCE MANAGEMENT ON THE PHONE

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

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

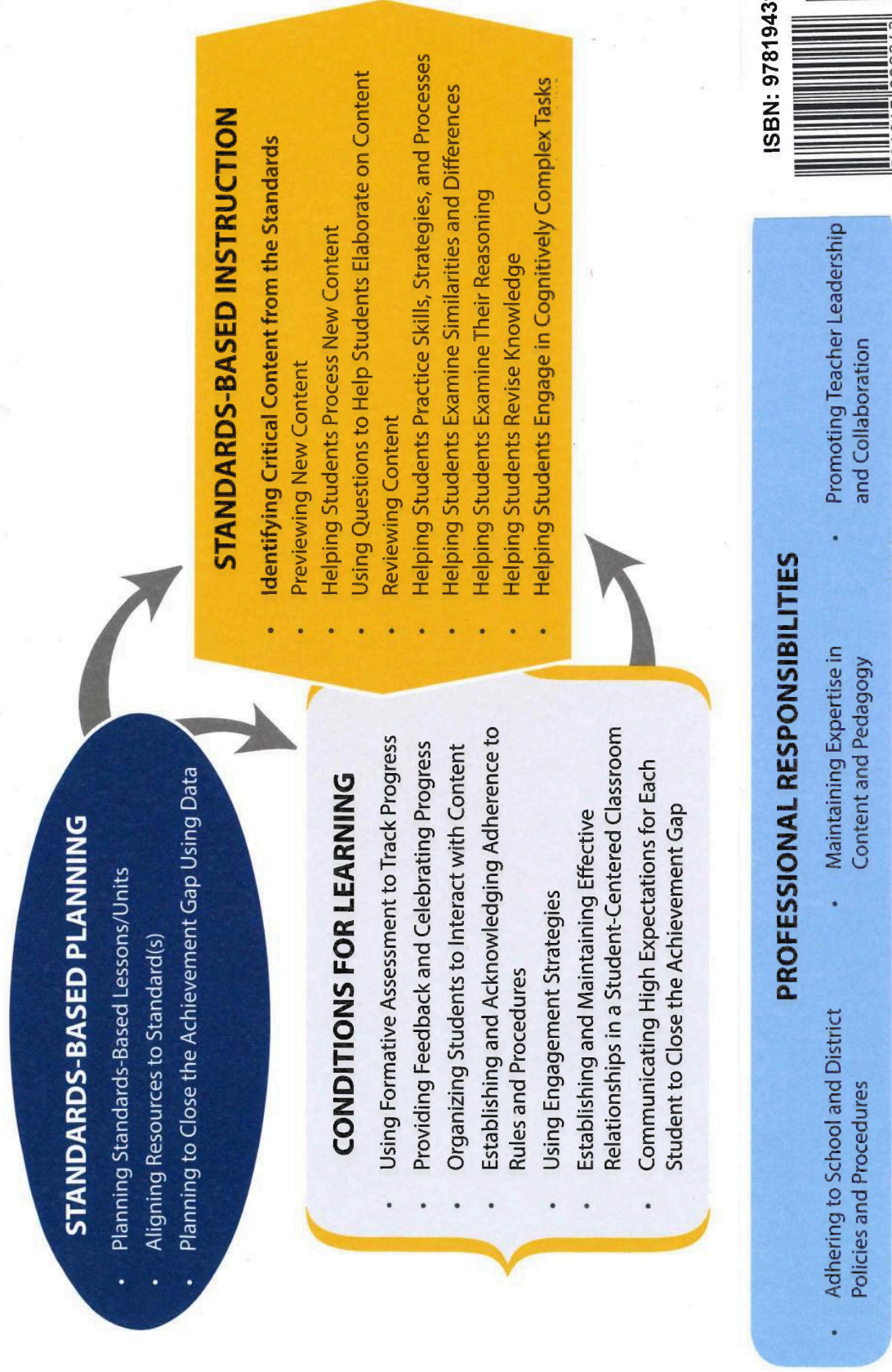
Over the phone you can:

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

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



# Marzano Focused Teacher Evaluation Model



ISBN: 9781943920242





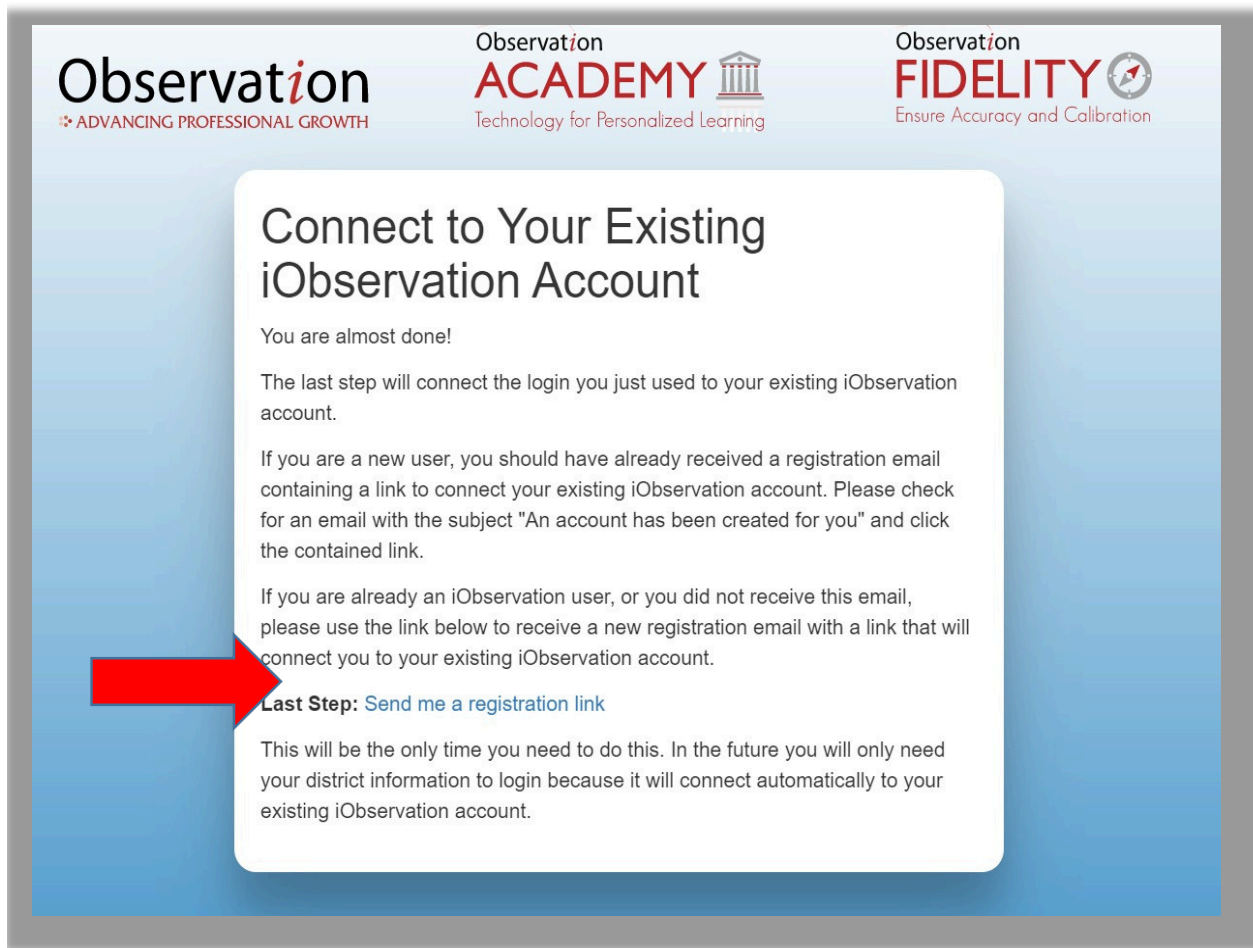
# Marzano Focused Teacher Evaluation Model: Desired Effects

| Standards-Based Planning                 |                                                                                      | ELEMENT                                                                                                                                                                                  | DESIRED EFFECT                                                                                                                                                                                                                  |
|------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standards-Based Instruction              | Planning Standards-Based Lessons/Units                                               | Aligning Resources to Standard(s)                                                                                                                                                        | Teacher provides evidence of implementing lesson/unit plans aligned to grade-level standard(s) using learning targets embedded in a performance scale.                                                                          |
|                                          |                                                                                      | Planning to Close the Achievement Gap Using Data                                                                                                                                         | Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.                                                                                                                  |
|                                          |                                                                                      |                                                                                                                                                                                          | 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. |
|                                          | Standards-Based Instruction                                                          | Identifying Critical Content from the Standards                                                                                                                                          | Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).                                                                               |
|                                          |                                                                                      | Previewing New Content                                                                                                                                                                   | Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.                                                                                                                 |
|                                          |                                                                                      | Helping Students Process New Content                                                                                                                                                     | Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.                                                                           |
|                                          |                                                                                      | Using Questions to Help Students Elaborate on Content                                                                                                                                    | Evidence (formative data) demonstrates students accurately elaborate on content.                                                                                                                                                |
|                                          |                                                                                      | Reviewing Content                                                                                                                                                                        | Evidence (formative data) demonstrates students know the previously taught critical content.                                                                                                                                    |
|                                          |                                                                                      | Helping Students Practice Skills, Strategies, and Processes                                                                                                                              | Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.                                                                                                                     |
|                                          |                                                                                      | Helping Students Examine Similarities and Differences                                                                                                                                    | Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.                                                                                             |
| Helping Students Examine Their Reasoning |                                                                                      | Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement). |                                                                                                                                                                                                                                 |
| Standards-Based Instruction              | Helping Students Revise Knowledge                                                    | Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.                           |                                                                                                                                                                                                                                 |
|                                          | Helping Students Engage in Cognitively Complex Tasks                                 | Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.                                                                                |                                                                                                                                                                                                                                 |
| Conditions for Learning                  |                                                                                      | ELEMENT                                                                                                                                                                                  | DESIRED EFFECT                                                                                                                                                                                                                  |
| Conditions for Learning                  | Using Formative Assessment to Track Progress                                         | Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.         |                                                                                                                                                                                                                                 |
|                                          | Providing Feedback and Celebrating Progress                                          | Evidence (formative data) demonstrates students continue learning and making progress toward learning targets as a result of receiving feedback.                                         |                                                                                                                                                                                                                                 |
|                                          | Organizing Students to Interact with Content                                         | Evidence (formative data) demonstrates students process content (i.e., new, going deeper, cognitively complex) as a result of group organization.                                        |                                                                                                                                                                                                                                 |
|                                          | Establishing and Acknowledging Adherence to Rules and Procedures                     | Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.                           |                                                                                                                                                                                                                                 |
|                                          | Using Engagement Strategies                                                          | Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.                                                                                       |                                                                                                                                                                                                                                 |
|                                          | Establishing and Maintaining Effective Relationships in a Student-Centered Classroom | Evidence (student action) shows students feel valued and part of the classroom community.                                                                                                |                                                                                                                                                                                                                                 |
|                                          | Communicating High Expectations for Each Student to Close the Achievement Gap        | Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at his or her highest level of academic success.                                          |                                                                                                                                                                                                                                 |
| Professional Responsibilities            |                                                                                      | ELEMENT                                                                                                                                                                                  | DESIRED EFFECT                                                                                                                                                                                                                  |
| Professional Responsibilities            | Adhering to School and District Policies and Procedures                              | Teacher adheres to school and district rules and procedures.                                                                                                                             |                                                                                                                                                                                                                                 |
|                                          | Maintaining Expertise in Content and Pedagogy                                        | Teacher provides evidence of developing expertise in content area and classroom instructional strategies.                                                                                |                                                                                                                                                                                                                                 |
|                                          | Promoting Teacher Leadership and Collaboration                                       | Teacher provides evidence of teacher leadership and promoting a schoolwide culture of professional learning.                                                                             |                                                                                                                                                                                                                                 |



## First Time Login

1. Go to <https://pcsb.ieobservation.com/iob/>
2. Click “Send me the registration link”



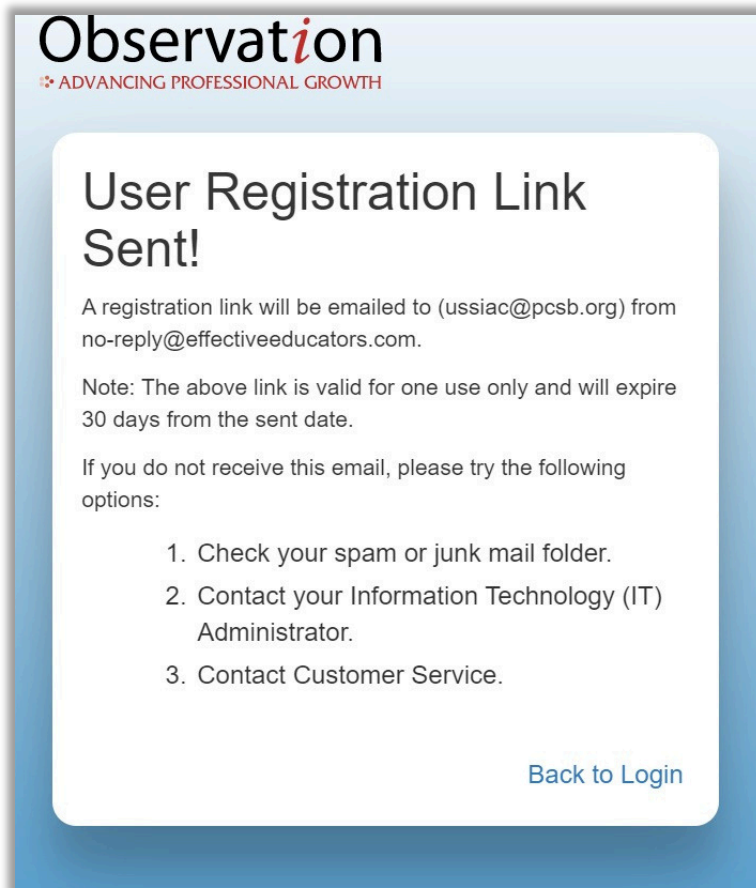
3. Select Register New User
  - a. Enter full PCS e-mail
  - b. Click submit

This screenshot shows the 'Register New User' form. At the top, there is the 'Observation' logo with the tagline 'ADVANCING PROFESSIONAL GROWTH'. The heading is 'Register New User'. Below it, the text says 'Please enter your email address to receive a one-time registration link.' There is a label '\*Email:' followed by a text input field with the placeholder 'Email Address'. At the bottom, there are two buttons: 'Cancel' and 'Submit'.

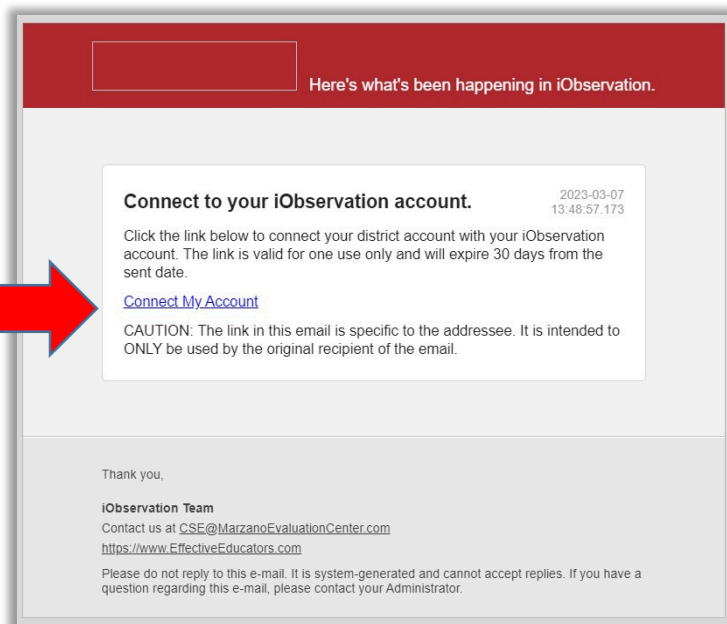
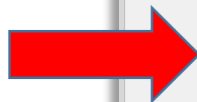




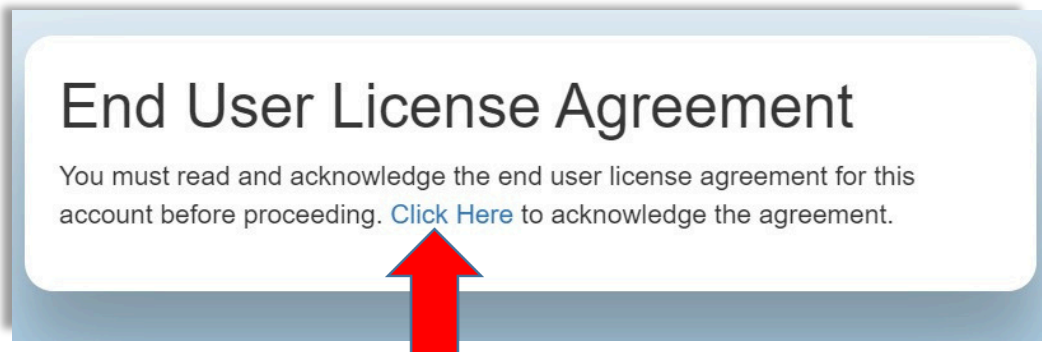
4. You will see this screen once your e-mail address has been submitted. Please check your PCS e-mail.



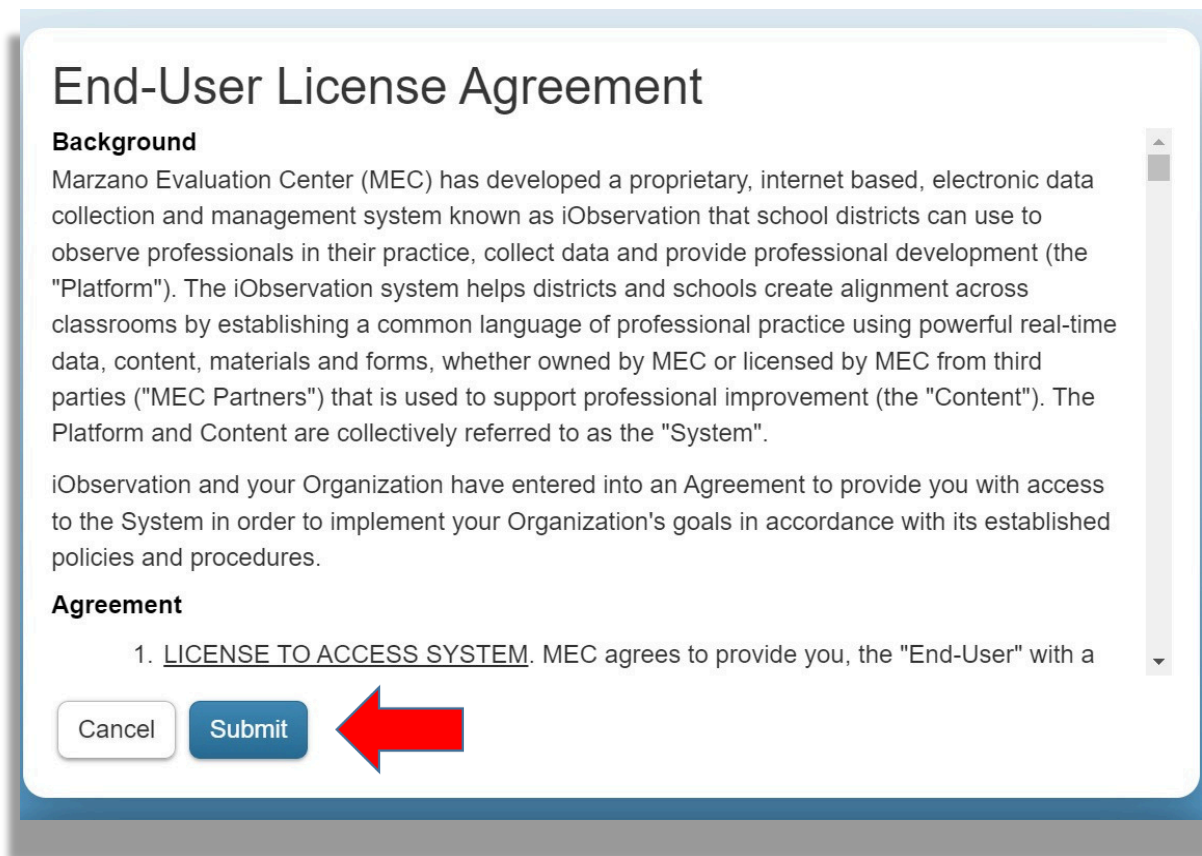
5. Open the e-mail from iObservation, then click *“connect my account”*



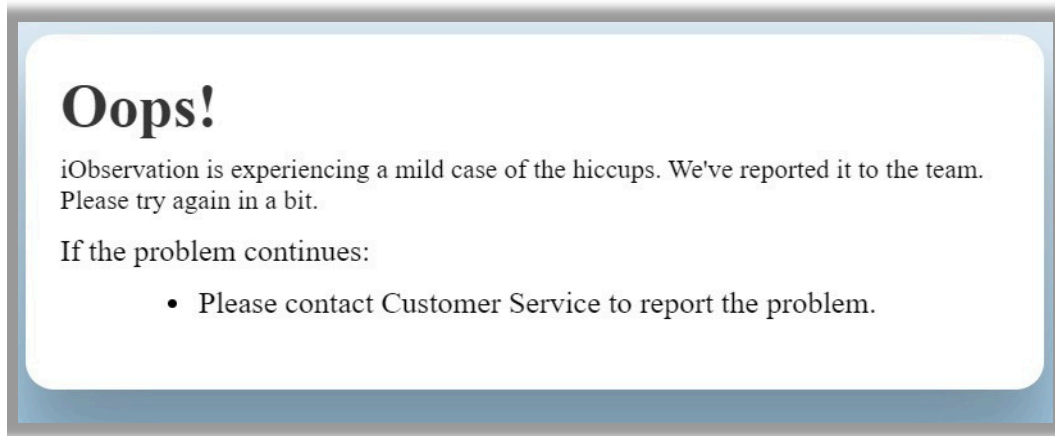
6. Select *"Click Here"* to acknowledge the agreement.



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



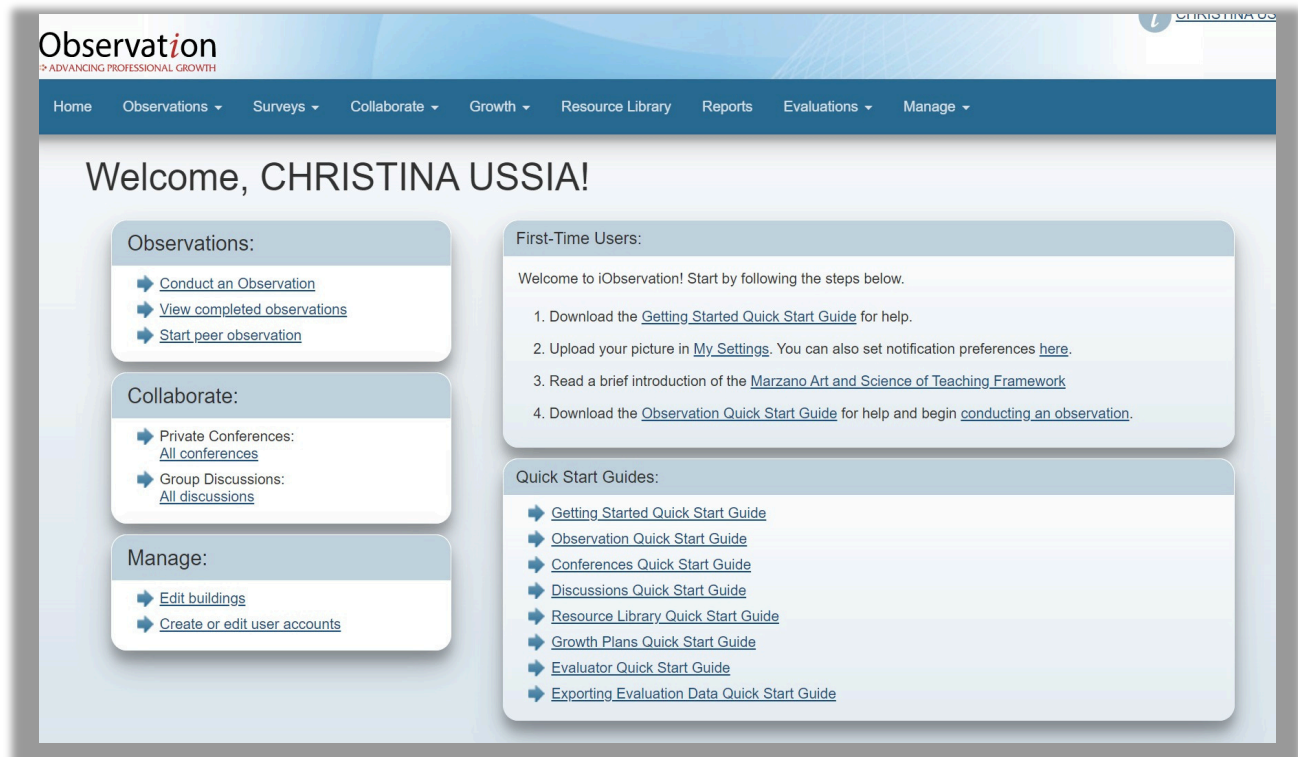
## 8. Don't Panic if you see this screen!



### Follow these steps:

- a. Exit your browser
- b. Open new browser
- c. Go to <https://pcsb.ieobservation.com/iob/>

## 9. Welcome to leObservation!





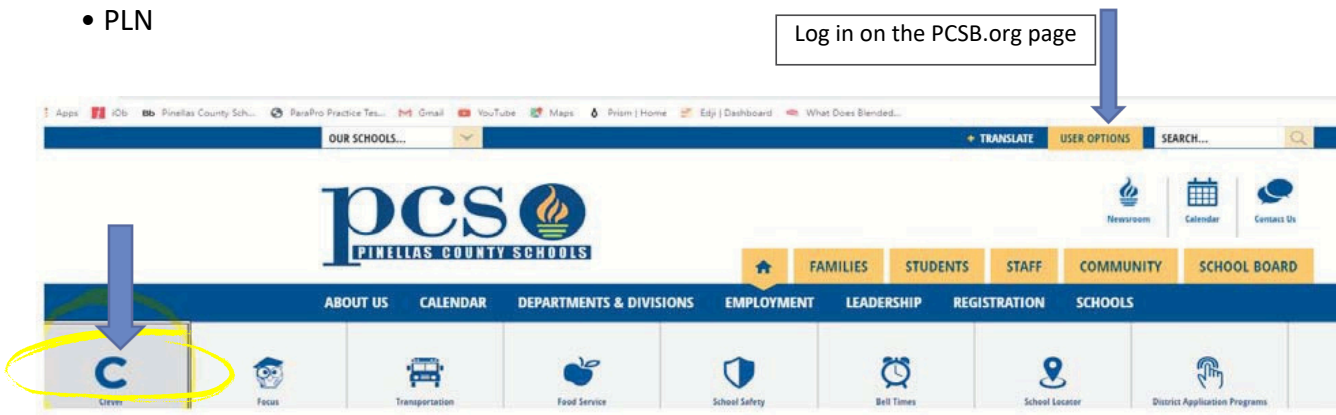
## Curriculum Resources

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



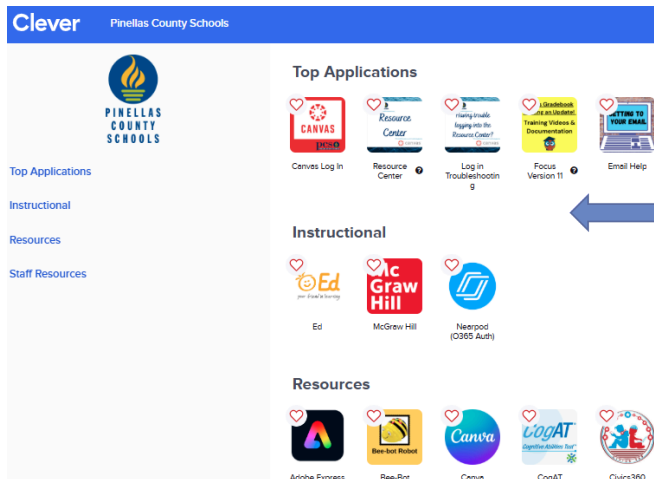
Pinellas County Schools

Not your district?

Log in with Active Directory

Having trouble? Get help logging in!

Once you have clicked Clever, you will see this screen



Here's an example of what you may see

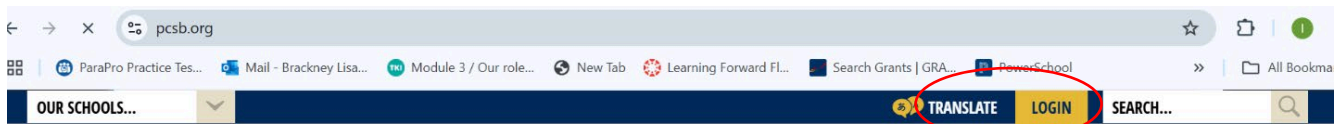




## Professional Learning Network

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

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



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



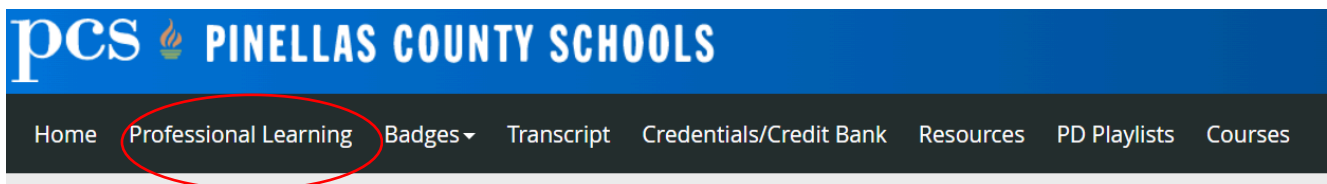
[Professional Learning Network](#)



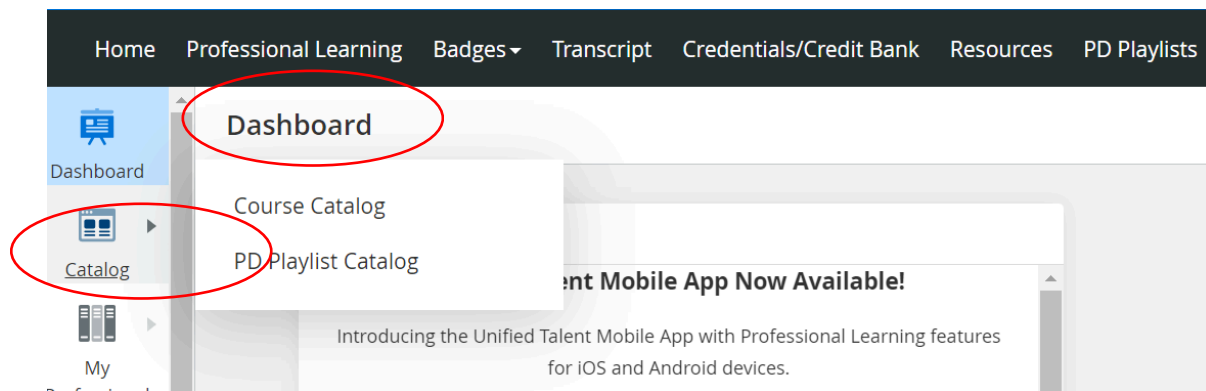
Welcome To Professional Learning Network

### How to Search for Courses in PLN

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



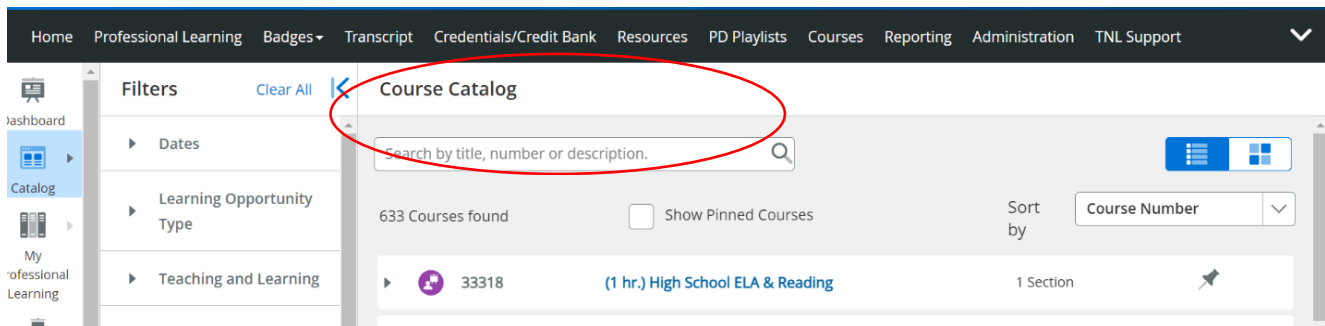
2. This will take you to the dashboard on the left side.
3. Click on the Catalog button, then the Course Catalog button.



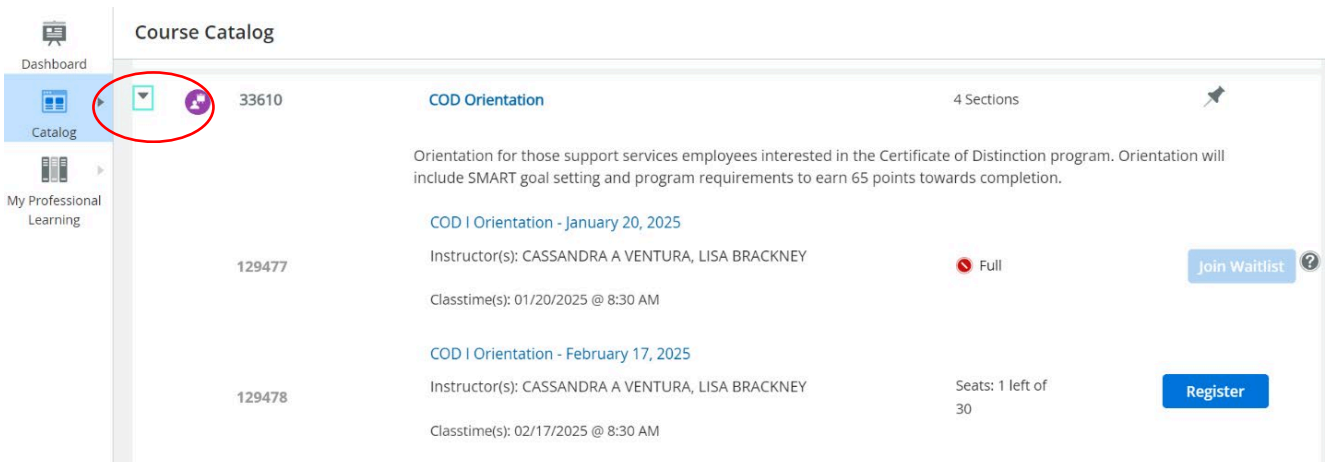


## Professional Learning Network -Continued

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

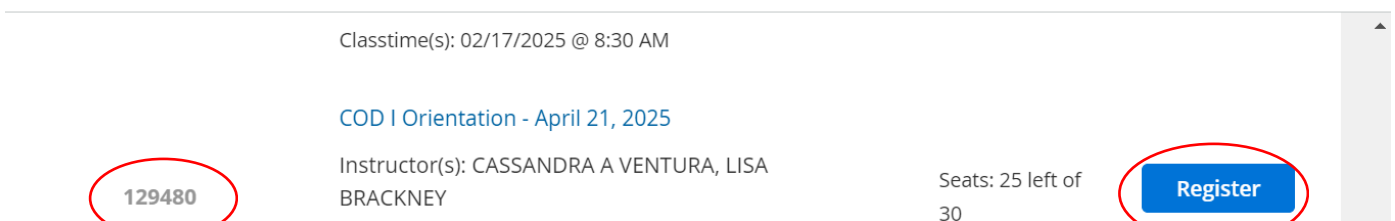


6. This will pull up any courses associated with your search parameters. Find the course you are looking for. To find specific sessions, click the arrow next to the purple circle icon. Doing so will show all dates available and the registration status of each.



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

### Course Catalog





## Professional Learning Network -Continued

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

Home Professional Learning Badges Transcript Credentials/Credit Bank Resources PD Playlists Courses Reporting Administration TNL Support

Course Catalog Register: 33610 | COD Orientation  
129480 | COD I Orientation - April 21, 2025

Course and Credits

Final

Course Information

Credits

Select credits you plan to receive for this course.

☒ Non-Certification Hours

Cancel Next

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

Home Professional Learning Badges Transcript Credentials/Credit Bank Resources PD Playlists Courses Reporting Administration TNL Support

Course Catalog Register: 33610 | COD Orientation  
129480 | COD I Orientation - April 21, 2025

Course and Credits

Final

Register

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

Course Catalog

✓ You have successfully registered for Course 33610 | COD Orientation, 129481 | COD I Orientation - June 2, 2025.

[Go to My Course](#)



# NEW TEACHER ORIENTATION EXPERIENCE

**NEW TO PCS  
INSTRUCTIONAL HIRES  
AUGUST 2025-APRIL 2026**

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

## REQUIRED COURSES

## ENRICHMENT COURSES

Complete before the first day at the school site:

- ☐ Active Threat (online-1 hour) [33813](#)
- ☐ Ethics (online-2 hours) [34810](#)
- ☐ PCS Digital Ecosystem (online-2 hours) [33594](#)

Complete before first evaluation:

- ☐ Embrace Pinellas: Instructional Framework Overview(online-2 hours) [33519](#)

Complete during first year:

- ☐ Youth Mental Health First Aid (6 hours) [33477](#)

Complete required Period of Contract Agreement courses:

- ☐ Refer to Period of Contract Agreement (POCA)
- \*Not all POCA courses are eligible for the stipend

- ☐ Embrace Pinellas: Deliberate Practice Plan Overview (online- 3 hours) [33521](#)

- ☐ Classroom Management 101 [33922](#)

- ☐ Five Essentials: Academic Discourse [33761](#)

If you have any questions, please contact Lisa Brackney at [BRACKNEYL@pcsb.org](mailto:BRACKNEYL@pcsb.org) or 727-588-6224





# NEW TEACHER ORIENTATION EXPERIENCE

**NEW TO PCS SCHOOL  
COUNSELOR, STUDENT SERVICES, AND  
LIBRARY MEDIA TECHNOLOGY SPECIALIST  
AUGUST 2025-APRIL 2026**

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

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

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

## REQUIRED COURSES

Complete before the first day at the school site:

- ☐ Active Threat (online-1 hour) [33813](#)
- ☐ Ethics (online-2 hours) [34810](#)
- ☐ PCS Digital Ecosystem (online-2 hours) [33594](#)

• LMETS ONLY

Complete before first evaluation: ☐ Embrace Pinellas: Instructional Framework Overview(online-2 hours) [33519](#)

• Non-Classroom Section

Complete required Period of Contract Agreement courses:

- ☐ Refer to Period of Contract Agreement (POCA)

\*Not all POCA courses are eligible for the stipend

Complete during first year:

- ☐ Youth Mental Health First Aid (6 hours) [33477](#)

If you have any questions, please contact Lisa Brackney at [BRACKNEYL@pcsb.org](mailto:BRACKNEYL@pcsb.org) or 727-588-6224

# EARLY CAREER TEACHER JOURNEY

## YOU'RE HIRED!

### MEET MENTOR

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

### AUGUST

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

### SEPTEMBER

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

### QUARTER 1

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

### OCTOBER

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

### NOVEMBER

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

### QUARTER 2

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

### DECEMBER

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

● =1 MEETING   ● =REQUIRED   ● =OPTIONAL



SCAN QR CODE FOR  
MENTOR/MENTEE TOPICS

## JANUARY

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

### QUARTER 3

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

## FEBRUARY

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

## MARCH

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

### QUARTER 4

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

## APRIL

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

## MAY

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

## ROOKIES OF THE YEAR CELEBRATION

RSVP to secure your attendance

## FIRST YEAR DONE!



## YEAR TWO

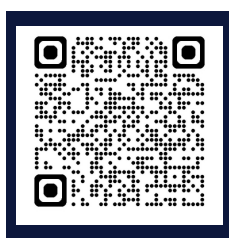
- Informal check-ins with Lead Mentor as needed
- Continue to follow Period of Contract Agreement

## YEAR THREE

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



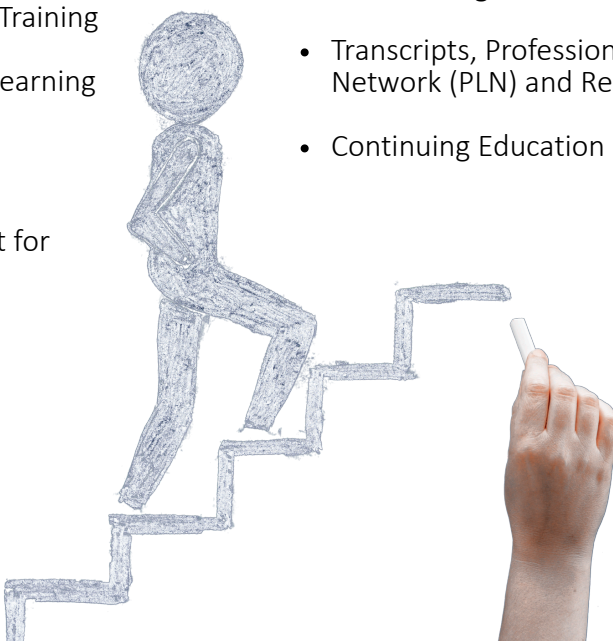
## **A MONTHLY CATALOG OF UPCOMING PROFESSIONAL DEVELOPMENT OPPORTUNITIES**



Scan The QR Code To View Chalk Talk Or Visit  
The [Professional Learning Website](#)

### **Table of Contents**

- Trending Trainings
- Stipend and Trade Day Guidelines
- PLN Credit Type
- Early Childhood Institute
- Summer Training Options
- Prevention Office
- School Climate and Behavior
- Temp to Pro Certification Training
- Courses for Professional Learning Facilitators
- Student Services
- Professional Development for Instructional Staff
- Reading Mandate
- Professional Development for District Leaders
- Professional Development for Future Leaders
- Professional Development for Support Staff
- Focus: Using Turnitin's Reports for Similarity and AI Detection in Canvas
- Office of Digital Learning
- Transcripts, Professional Learning Network (PLN) and Recertification
- Continuing Education





## **FLDOE Certification Requirements**

### **Certification Types**

| <b>Professional Certificates</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Validity Period</b>           | <b>Five year, renewable, teaching certificate</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Renewal Requirements</b>      | <p><b>General:</b><br/>During the five-year validity period, all teachers must earn a total of:</p> <ul style="list-style-type: none"> <li>• 120 professional development hours,</li> <li>• Of the 120 points, 20 points need to be ESE courses</li> </ul> <p><b>Reading Mandate:</b><br/>Teachers with the following subject(s) on their certificate also need to earn 40 points of professional development using explicit, systematic, and sequential approaches to reading instruction, phonemic awareness, and multisensory instruction.</p> <ul style="list-style-type: none"> <li>• Elementary Education</li> <li>• ESE K-12</li> <li>• Pre-K/Primary Ed.</li> <li>• Middle Grades Integrated Curriculum</li> <li>• English 5-9 &amp; 6-12</li> <li>• Reading</li> <li>• Reading Endorsement</li> </ul> <p><b>Leadership:</b><br/>Starting July 1st, 2025, teachers with Ed Leadership on their professional certificate will need to earn 20 points of professional development in Ed Leadership.</p> |
|                                  | <p><b>Routes to Earn 120 Component Points</b></p> <ul style="list-style-type: none"> <li>• Six semester hours of college credit Inservice Points<br/>60 in-service points are equivalent to 3 college credits.</li> <li>• Florida Subject Area Test<br/>Passing score is equivalent to 60 Component Points, or three college credits.<br/>Must align with subjects on existing license.</li> <li>• National Board for Professional Teaching Standards (NBPTS) Certificate<br/>Must be a valid certificate.<br/>Will renew a Florida certificate for subject(s) shown on the NBPTS certificate.</li> <li>• Teaching College Level Courses<br/>Teachers who teach college level courses can earn credit hours covered in the course.</li> </ul>                                                                                                                                                                                                                                                                 |
| <b>Restricted Certificate</b>    | <p>Restricted certificates are issued to professionals who are serving in a capacity other than classroom, instructional, teachers for the following subject areas:</p> <ul style="list-style-type: none"> <li>• Education Media Specialist</li> <li>• School Counseling</li> <li>• School Psychologist</li> <li>• Social Worker</li> <li>• Speech/Language Impairment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |





## FLDOE Certification Requirements

### Certification Types

| Temporary Certificate |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Validity Period       | Five years and is non-renewable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Eligibility           | <p>Teachers who have a non-education bachelor's degree in a subject area or passed a subject area exam are issued a Statement of Eligibility (SOE) that outlines all requirements needed to be eligible for a professional certificate.</p> <p><b>Requirements typically include:</b></p> <ul style="list-style-type: none"><li>• General Knowledge Exam*</li><li>• Professional Ed Exam</li><li>• Subject Area Exam**</li><li>• Professional Prep. College Coursework</li><li>• One calendar year of full-time teaching experience</li><li>• End-of-Year evaluations completed by principals</li></ul> <p>*Can be waived with any master's degree<br/>**Can be waived with master's degree in certification subject area</p> |

### Alternate Pathways to Professional Certification

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

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

#### House Bill 1

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

**General Knowledge Test requirement:** The requirement of mastery of general knowledge shall be waived for an individual who has:

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

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

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



## FLDOE Certification Requirements

### Professional Prep College Coursework

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

| Program                         | Description                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Transition to Teaching          | <ul style="list-style-type: none"><li>• FLDOE approved program provided through Pinellas County Schools.</li><li>• The program includes 12 six-hour modules of coursework and training.</li><li>• For more information, reach out to Adam Zele, the TTT coordinator, at <a href="mailto:zelea@pcsb.org">zelea@pcsb.org</a></li></ul>                                                                                    |
| College Enrollment              | <ul style="list-style-type: none"><li>• Completion of courses through college enrollment.</li><li>• Information for college programs that offer the required courses can be found on the <a href="#">Certification Page</a> on the PCSB website.</li><li>• Teachers that need help determining which courses to enroll in can reach out to <a href="mailto:Certification@pcsb.org">Certification@pcsb.org</a></li></ul> |
| Educator Preparation Institutes | <ul style="list-style-type: none"><li>• Educator Preparation Institutes (EPI) are offered by Florida postsecondary institutions or qualified private providers to provide instruction for teachers with a non-education bachelor's degree.</li></ul>                                                                                                                                                                    |
| College Teaching Experience     | <ul style="list-style-type: none"><li>• Two (2) semesters of acceptable college teaching experience and passing scores on the Professional Education Test, and the Subject Area Examination can satisfy the teacher prep coursework requirement</li></ul>                                                                                                                                                               |

### Certification Team Members:

Eunice Bajkowsky, Human Resources Specialist

Nora Hathaway, Human Resources Specialist

Lisa Jensen, Certification Clerk

E-mail us at [certification@pcsb.org](mailto:certification@pcsb.org)

### Websites and Other Resources

To register for Subject Area, General Knowledge, or Pro Prep Exams, [visit the FTCE website.](#)

Manage your certificate, [visit the FLDOE teacher log in site.](#)

You can visit the [FLDOE website](#) or the certification page on the [PCSB website](#) for more certification info.



# Transition To Teaching

## Frequently Asked Questions

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

A: Transition To Teaching (TTT)

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

**Q: What are the state qualifications to enter TTT?**

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

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

**Q: How much does the TTT cost?**

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

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

**Q: What courses are part of TTT?**

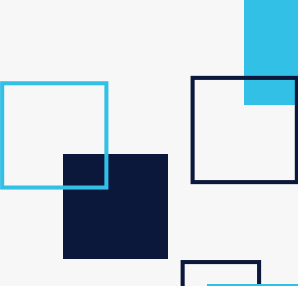
A: TTT includes a minimum of 258 class training hours along with coursework. Below is the breakdown:

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

\*Please note: ESOL and reading courses required for TTT depend on type of certification.

**Q: What else is required for TTT?**

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

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



## Transition To Teaching

### Frequently Asked Questions (continued)

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

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

**Q: How do I sign up for TTT?**

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

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

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

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

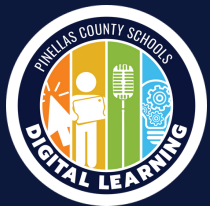
Contact Adam Zele, Senior Professional Development & TTT Program Coordinator



E-mail: [zelea@pcsb.org](mailto:zelea@pcsb.org)



Phone: 727-588-6000 ext. 1946



# PCS DIGITAL LEARNING

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

## START

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

## MENU

You will find your district digital resources at [Clever.com/in/pcs](https://clever.com/in/pcs). In Clever, you will have direct access to tools such as Outboard, Focus, Professional Learning Network (PLN), iObservation (PCS Teacher Evaluation platform), and 365 apps including Outlook, PPT, Excel, SharePoint, and TEAMS. Canvas is our Learning Management System (LMS) and can be used as your digital classroom. Visit the Canvas Resource Center for grade/content specific curriculum resources.

## ENGAGE

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

## PROGRESS

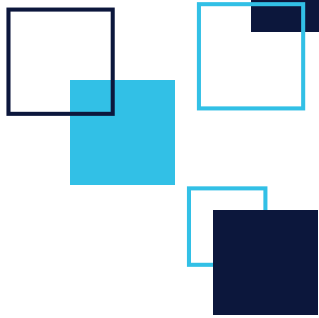
Teachers have access to several student assessment tools:

- Performance Matters
- Typing.com
- Microsoft Forms
- Nearpod Quiz or Time to Climb
- Quizizz
- Lumio Response

## SUPPORT

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





# Resources

## Teachers Rocking Technology

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

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

To find out more, visit the Livebinder

[Technology Livebinder Link](#)

FDLRS Gulfcoast Associate Center

[www.fdlrsgulfcoast.org](http://www.fdlrsgulfcoast.org)





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

### **Frequently Asked Questions:**

#### **1. Which population of educators would benefit from learning how to use Performance Matters?**

Anyone who administers district assessments and/or utilizes data to make educational decisions in grades K-12.

#### **2. How do I gain access to Performance Matters?**

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

#### **3. How do I log into Performance Matters?**

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

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

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

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

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

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

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

#### **7. Where can I learn more about Performance Matters?**

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



# FAST

FLORIDA ASSESSMENT OF STUDENT THINKING

FAST refers to the Coordinated Screening Progress Monitoring (CSPM) System assessments, which are aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

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

State testing windows for the 2025-26 school year:

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

## VPK–2 Administration

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

## Grades 3–10 Administration

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

## Remote Testing

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

## Sample Test Materials (STMs)

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



## Elementary Data System (EDS)

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

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

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

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

### **Below are examples of reports and information found in EDS:**

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

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

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

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

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

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



## School Site Information and Mentoring

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

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

- ☐ Your principal (reach out prior to arrival)
- ☐ 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 Melissa Wolcott-Crabb at 588-6224 extension 1940. The mentor's role is to provide support and guidance. If, for any reason, your mentor is not connecting with you, please reach out to Lisa Brackney at ([brackneyl@pcsb.org](mailto:brackneyl@pcsb.org)) so she can help facilitate the mentor/mentee relationship. Please advocate for yourself as our district wants you to be supported.

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

**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 number of students and learning center areas.
- ☐ Arrange students' tables and/ or desks to maximize visibility and flow of movement.
- ☐ Consider taping numbers/names on desks, tables, or chairs to label them for easy access.
- ☐ Check every seat to make sure it is stable and has an unobstructed view.
- ☐ Place your teacher desk away from traffic with unobstructed visibility of the room.

#### Overall Classroom Set-Up:

- ☐ Ensure classroom looks neat and organized with everything serving a purpose for students.
- ☐ Set up a reading center/library, technology station for computer work, a cool- down corner, or other areas appropriate for your content/grade level. (Visit other classrooms for ideas and check with team leader for specifics.)



## Acclimating to School Site (Continued)

### 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.



## Acclimating to School Site (Continued)

### The day before:

- ☐ Ask questions about anything that is unclear about Opening Day Procedures.
- ☐ Make sure you understand how to complete the attendance roster for the first few days of school.
- ☐ Read all handouts that will be distributed to students and identify where to submit them.
- ☐ Decide how you will assign seating for the first few days. Draw up a blank classroom diagram and make copies to use as a temporary seating chart.
- ☐ Make name tents or cards for students or plan for students to make them the first day if appropriate.
- ☐ Review your class rosters (you can print rosters from FOCUS or you may be given hard copies).
- ☐ Make sure there are enough seats for the projected number of students (plus a few extra).
- ☐ Finish preparing your simple, flexible lesson plan for the first day. Plan extra getting-to-know-your activities. Prepare activities for students who finish early.
- ☐ Make more than enough copies of each handout you plan to use.
- ☐ Collate and organize handouts.
- ☐ Post your school's whiteboard requirements (Do Now, Objective, Daily Agenda, etc.).
- ☐ Post the schedule(s), your name, subject(s), and room number.
- ☐ Make sure your watch is synched with the bell.

### At home:

- ☐ Dress for respect and comfort. Plan an outfit that will be cool, comfortable, and professional during your busy first day.
- ☐ Prepare for your nutritional needs. You may not have time to stop for lunch.
- ☐ Get some rest! Tomorrow will be a busy day.

### When Students Arrive Beginning of class:

- ☐ Welcome students at the threshold to your classroom. Warmly introduce yourself and ask their names.
- ☐ Check students' names off on your class roster (easier to carry on a clipboard).
- ☐ Direct students to their assigned seats.
- ☐ Write new students' names at the bottom of your roster.
- ☐ Have students begin a quiet Do Now. Make needed materials available.
- ☐ Address individual questions privately after the whole class has begun working on the Do Now.



## Acclimating to School Site (Continued)

### 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.





## Acclimating to School Site (Continued)

### 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 positive contact with every student's parent or guardian.
- ☐ First few weeks (by phone, e-mail, personal note, or in-person). If you reach the adult, introduce yourself warmly; tell them you look forward to teaching their child.
- ☐ Expect to reach some parents who speak a language other than English.
- ☐ Make a note of all contacts in a parent contact log.
- ☐ Inform your DMT with incorrect or missing phone numbers.
- ☐ Be visible and actively monitor during duty periods or during student transitions.
- ☐ Prepare an emergency substitute folder and tell a colleague where it is located.



## Supporting English Learners in Pinellas County

Dear New Teachers,

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

### Key Services for Teachers of ELs

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

### Understanding WIDA and CAN-DO Descriptors

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

### Practical Tips for the Classroom

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

### Resources

- [Grading Policy](#)
- [Instructional and Testing Accommodations](#)
- CAN-DO Descriptors for [Elementary, Middle, and High Schools](#)

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

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

**TO:** All School Principals

**FROM:** Donnika M. Jones, Chief Academic Officer

May 2025

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

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

**ELEMENTARY (Grades K-5) STUDENTS**

| Mid Period Report<br>(for those students needing a mid-term report- see note below) | End of Report Period        | # of Days | Final Grades and Comment Codes Due in Portal | Report Cards Distributed     |
|-------------------------------------------------------------------------------------|-----------------------------|-----------|----------------------------------------------|------------------------------|
| Wednesday<br>September 10, 2025                                                     | Friday<br>October 10, 2025  | 43        | Friday- 4:00 p.m.<br>October 17, 2025        | Thursday<br>October 23, 2025 |
| Thursday<br>November 13, 2025                                                       | Friday<br>December 19, 2025 | 44        | Friday - 4:00 p.m.<br>January 9, 2026        | Thursday<br>January 15, 2026 |
| <b>Notify Parents of Potential Retention by Wednesday, February 11, 2026</b>        |                             |           |                                              |                              |
| Friday<br>February 6, 2026                                                          | Friday<br>March 13, 2026    | 47        | Friday - 4:00 p.m.<br>March 27, 2026*        | Thursday<br>April 2, 2026    |
| Friday<br>April 24, 2026                                                            | Thursday<br>May 28, 2026    | 46        | Thursday - 4:00 p.m.<br>May 21, 2026         | Thursday<br>May 28, 2026     |

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<br>(for those students needing a mid-term report, see note below) | End of Report Period        | # of Days | Final Grades                           | Report Cards                 |
|-------------------------------------------------------------------------------------|-----------------------------|-----------|----------------------------------------|------------------------------|
| Wednesday<br>September 10, 2025                                                     | Friday<br>October 10, 2025  | 44        | Friday - 4:00 p.m.<br>October 17, 2025 | Thursday<br>October 23, 2025 |
| Thursday<br>November 13, 2025                                                       | Friday<br>December 19, 2025 | 44        | Friday - 4:00 p.m.<br>January 9, 2026  | Thursday<br>January 15, 2026 |
| Friday<br>February 6, 2026                                                          | Friday<br>March 13, 2026    | 47        | Friday - 4:00 p.m.<br>March 27, 2026*  | Thursday<br>April 2, 2026    |
| Friday<br>April 24, 2026                                                            | Thursday<br>May 28, 2026    | 46        | Thursday 4:00p.m.<br>May 28, 2026      | Tuesday<br>June 2, 2026      |

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

\*Spring Break is March 14th – 22nd, 2026

PINELLAS COUNTY SCHOOLS  
PAYROLL CALENDAR 2025-2026

INSTRUCTIONAL/ADMINISTRATIVE/PROFESSIONAL/TECHNICAL/SUPERVISORY

← PAY TYPES & MONTHS TO WORK →

| RUN<br>NUMBER            | PAY PERIOD<br>FROM TO | PAY<br>DATE | (27,37,47)<br>12 | (26,38,P6)<br>11.5 (A) | (35,36,45)<br>11 | (24,28,33,34.44)<br>10.5 | (23,29,P3)<br>10 | (43)<br>10 | (SP)<br>on-site subs | APPROVAL<br>DUE IN<br>SYSTEM |
|--------------------------|-----------------------|-------------|------------------|------------------------|------------------|--------------------------|------------------|------------|----------------------|------------------------------|
| Fiscal Year Start Date - |                       |             | 07/01/25         | 07/01/25               | 07/14/25         | 07/28/25                 | 08/01/25         | 08/01/25   | 08/11/25             |                              |
| 020                      | 07/01                 | 07/04       | 07/11/25         | 3 *                    | 3 *              |                          |                  |            |                      | 07/07                        |
| 040                      | 07/05                 | 07/18       | 07/25            | 10                     | 10               | 5 *                      |                  |            |                      | 07/21                        |
| 060                      | 07/19                 | 08/01       | 08/08            | 10                     | 2 (A)            | 10                       | 5 *              | 1 *        | 1 *                  | 08/04                        |
| 080                      | 08/02                 | 08/15       | 08/22            | 10                     | 10               | 10                       | 10               | 10         | 10                   | 5 08/18                      |
| 100                      | 08/16                 | 08/29       | 09/05 **         | 10                     | 10               | 10                       | 10               | 10         | 10                   | 10 09/02 (B)                 |
| 120                      | 08/30                 | 09/12       | 09/19            | 10                     | 10               | 10                       | 10               | 10         | 10                   | 9 09/15                      |
| 140                      | 09/13                 | 09/26       | 10/03            | 10                     | 10               | 10                       | 10               | 10         | 10                   | 9 09/29                      |
| 160                      | 09/27                 | 10/10       | 10/17            | 10                     | 10               | 10                       | 10               | 10         | 10                   | 10 10/13                     |
| 180                      | 10/11                 | 10/24       | 10/31            | 10                     | 10               | 10                       | 10               | 10         | 10                   | 9 10/27                      |
| 200                      | 10/25                 | 11/07       | 11/14            | 10                     | 10               | 10                       | 10               | 10         | 10                   | 10 11/10                     |
| 220                      | 11/08                 | 11/21       | 11/28            | 10                     | 10               | 10                       | 10               | 10         | 10                   | 10 11/21 (B)                 |
| 240                      | 11/22                 | 12/05       | 12/12            | 8                      | 6                | 6                        | 6                | 6          | 6                    | 5 12/08                      |
| 260                      | 12/06                 | 12/19       | 12/26            | 10                     | 10               | 10                       | 10               | 10         | 10                   | 10 12/18 (B)                 |
| 280                      | 12/20                 | 01/02       | 01/09/26         | 2                      | 2                | 2                        | 2                | 2          | 2                    | 0 01/05                      |
| 300                      | 01/03                 | 01/16       | 01/23            | 10                     | 10               | 10                       | 10               | 10         | 10                   | 10 01/20 (B)                 |
| 320                      | 01/17                 | 01/30       | 02/06            | 10                     | 9                | 9                        | 9                | 9          | 9                    | 9 02/02                      |
| 340                      | 01/31                 | 02/13       | 02/20            | 10                     | 10               | 10                       | 10               | 10         | 9                    | 9 02/16                      |
| 360                      | 02/14                 | 02/27       | 03/06            | 10                     | 10               | 10                       | 10               | 10         | 10                   | 10 03/02                     |
| 380                      | 02/28                 | 03/13       | 03/20            | 10                     | 10               | 10                       | 10               | 10         | 10                   | 10 03/13 (B)                 |
| 400                      | 03/14                 | 03/27       | 04/03            | 7                      | 6                | 6                        | 6                | 6          | 6                    | 5 03/30                      |
| 420                      | 03/28                 | 04/10       | 04/17            | 10                     | 10               | 10                       | 9                | 9          | 9                    | 9 04/13                      |
| 440                      | 04/11                 | 04/24       | 05/01            | 10                     | 10               | 10                       | 10               | 10         | 10                   | 10 04/27                     |
| 460                      | 04/25                 | 05/08       | 05/15            | 10                     | 10               | 10                       | 10               | 9          | 9                    | 9 05/11                      |
| 480                      | 05/09                 | 05/22       | 05/29 **         | 10                     | 10               | 10                       | 10               | 10         | 10                   | 10 05/26 (B)                 |
| 500                      | 05/23                 | 06/05       | 06/12            | 10                     | 10               | 10                       | 9                | 5          | 5                    | 3 06/08                      |
| 520                      | 06/06                 | 06/19       | 06/26            | 10                     | 10               | (C)                      | (C)              | (C)        | (C)                  | 06/22                        |
| 540                      | 06/20                 | 06/30       | 07/10/26         | 7                      | 7                |                          |                  |            |                      | 06/29 (B)                    |
|                          |                       |             | 247              | 235                    | 218              | 206                      | 198              | 196        | 180                  |                              |

Fiscal Year End Date - 06/30/26 06/30/26 06/05/26 06/04/26 05/29/26 05/29/26 05/28/26

PAID

HOLIDAYS

EQUALIZED DAYS

|               |                     |      |      |      |      |      |      |   |  |
|---------------|---------------------|------|------|------|------|------|------|---|--|
| SEPT 1        | JUL 4               | 1    | 1    |      |      |      |      |   |  |
| NOV 27        | NOV 24, 25          |      | 2    | 2    | 2    | 2    | 2    | 2 |  |
| DEC 22        | NOV 26, 28          | 2    | 2    | 2    | 2    | 2    | 2    | 2 |  |
| DEC 29        | DEC 22 - JAN 2      | 8    | 8    | 8    | 8    | 8    | 8    | 8 |  |
| MAR 20        | JAN 19              |      |      |      |      |      |      | 1 |  |
| MAY 25        | FEB 13              |      | 1    | 1    | 1    | 1    | 1    | 1 |  |
|               | MAR 16 - MAR 19     | 3    | 4    | 4    | 4    | 4    | 4    | 4 |  |
|               | APR 3               |      |      |      |      |      |      | 1 |  |
|               | APR 27              |      |      |      |      |      |      | 1 |  |
|               | Flexible Scheduling |      | 8    |      |      |      |      |   |  |
|               |                     | 14   | 26   | 17   | 18   | 18   | 20   | 0 |  |
| Checks Paid - |                     | 26.1 | 26.1 | 23.5 | 22.4 | 21.6 | 21.6 |   |  |

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

\*\* Health insurance deductions begin on 09/05/25 and end on 05/29/26.

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

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

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

The four 12-month option summer pay dates for 10.5-month administrators are 6/12/26, 6/26/26, 7/10/26 and 7/24/26

The two 12-month option summer pay dates for 11-month administrators are 6/26/26 and 7/10/26

# 2025-2026 INSTRUCTIONAL CALENDAR

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

25 4 day work week ends

| AUGUST 2025 |    |    |    |    |
|-------------|----|----|----|----|
| 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 |

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

| SEPTEMBER 2025 |    |    |    |    |
|----------------|----|----|----|----|
| 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 |    |    |    |

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

| OCTOBER 2025 |   |    |    |      |
|--------------|---|----|----|------|
| M            | T | W  | T  | F    |
|              |   | 1  | 2  | 3    |
| 6            | 7 | 8  | 9  | 10 Q |
| 14 13        |   | 15 | 16 | 17   |
| 21 20        |   | 22 | 23 | 24   |
| 28 27        |   | 29 | 30 | 31   |

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

| NOVEMBER 2025 |    |    |    |    |
|---------------|----|----|----|----|
| 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 |

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

| DECEMBER 2025 |    |    |    |      |
|---------------|----|----|----|------|
| M             | T  | W  | T  | F    |
| 1             | 2  | 3  | 4  | 5    |
| 8             | 9  | 10 | 11 | 12   |
| 15            | 16 | 17 | 18 | 19 Q |
| 22            | 23 | 24 | 25 | 26   |
| 29            | 30 | 31 |    |      |

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

| JANUARY 2026 |    |    |    |    |
|--------------|----|----|----|----|
| 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 |

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

| FEBRUARY 2026 |    |    |    |    |
|---------------|----|----|----|----|
| 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 |

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

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

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

| APRIL 2026 |    |    |    |    |
|------------|----|----|----|----|
| 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 |    |

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

| MAY 2026 |    |    |      |    |
|----------|----|----|------|----|
| 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 Q | 29 |

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

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

1 4 day work week begins

## CALENDAR KEY



End of quarter



Paid Holiday



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



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



Hurricane Make Up Day



# 2025-2026 11.5 MONTH TEACHER/STAFF CALENDAR

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

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

| AUGUST 2025 |    |    |    |    |
|-------------|----|----|----|----|
| M           | T  | W  | T  | F  |
|             |    |    |    | 1  |
| 4           | 5  | 6  | 7  | 8  |
| 11          | 12 | 13 | 14 | 15 |
| 18          | 19 | 20 | 21 | 22 |
| 25          | 26 | 27 | 28 | 29 |

1-8 Teacher workdays/Non-Student Days

| SEPTEMBER 2025 |    |    |    |    |
|----------------|----|----|----|----|
| 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 |    |    |    |

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

| OCTOBER 2025 |    |    |    |    |
|--------------|----|----|----|----|
| 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 |

13 Non-Student Day  
13 Hurricane Makeup Day

| NOVEMBER 2025 |    |    |    |    |
|---------------|----|----|----|----|
| 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 |

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

| DECEMBER 2025 |    |    |    |    |
|---------------|----|----|----|----|
| 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 | 31 |    |    |

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

| JANUARY 2026 |    |    |    |    |
|--------------|----|----|----|----|
| 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 |

1-4 Winter Holidays - Schools closed for teachers/students  
19 Martin Luther King, Jr. Day - Schools closed for teachers/students

| FEBRUARY 2026 |    |    |    |    |
|---------------|----|----|----|----|
| 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 |

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

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

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

| APRIL 2026 |    |    |    |    |
|------------|----|----|----|----|
| 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 |    |

3 Non-Student Day  
27 Non-Student Day

| MAY 2026 |    |    |    |    |
|----------|----|----|----|----|
| 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 |

25 Holiday - Schools closed for teachers/students

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

1 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



2025-26  
Instructional Calendar  
Pinellas County Schools

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



## **SCHOOL BOARD APPROVED LIST OF SPECIAL OBSERVANCE DAYS**

### **2025-2026 School Year**

|                                  |                                                                                                           |
|----------------------------------|-----------------------------------------------------------------------------------------------------------|
| Rosh Hashanah                    | Tuesday & Wednesday, September 23-24, 2025 (Observance begins at sunset on Monday, September 22, 2025)    |
| Yom Kippur                       | Thursday, October 2, 2025 (Observance begins at sunset on Wednesday, October 1, 2025)                     |
| Sukkot                           | Tuesday & Wednesday, October 7 - 8, 2025 (Observance begins at sunset on Monday, October 6, 2025)         |
| Shemini Atzeret/Simchat Torah    | Tuesday & Wednesday, October 14 - 15, 2025 (Observance begins at sunset on Monday, October 13, 2025)      |
| Eid-al-Fitr                      | Friday, March 20, 2026 (Observance begins at sunset on Thursday, March 19, 2026)<br>Friday, April 3, 2026 |
| Good Friday                      | Thursday & Friday, April 2 - 3, 2026 (Observance begins at sunset on Wednesday, April 1, 2026)            |
| Passover (First 2 days)          |                                                                                                           |
| Seventh & Eighth Day of Passover | Wednesday & Thursday, April 8 - 9, 2026                                                                   |
| Eastern Orthodox Holy Friday     | Friday, April 10, 2026                                                                                    |
| Shavuot                          | Friday & Saturday, May 22 - 23, 2026 (Observance begins at sunset on Thursday, May 21, 2026)              |
| Eid-al-Adha                      | Wednesday, May 27, 2026 (Observance begins at sunset on Tuesday, May 26, 2026)                            |
| Juneteenth                       | Friday, June 19, 2026                                                                                     |

**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.**