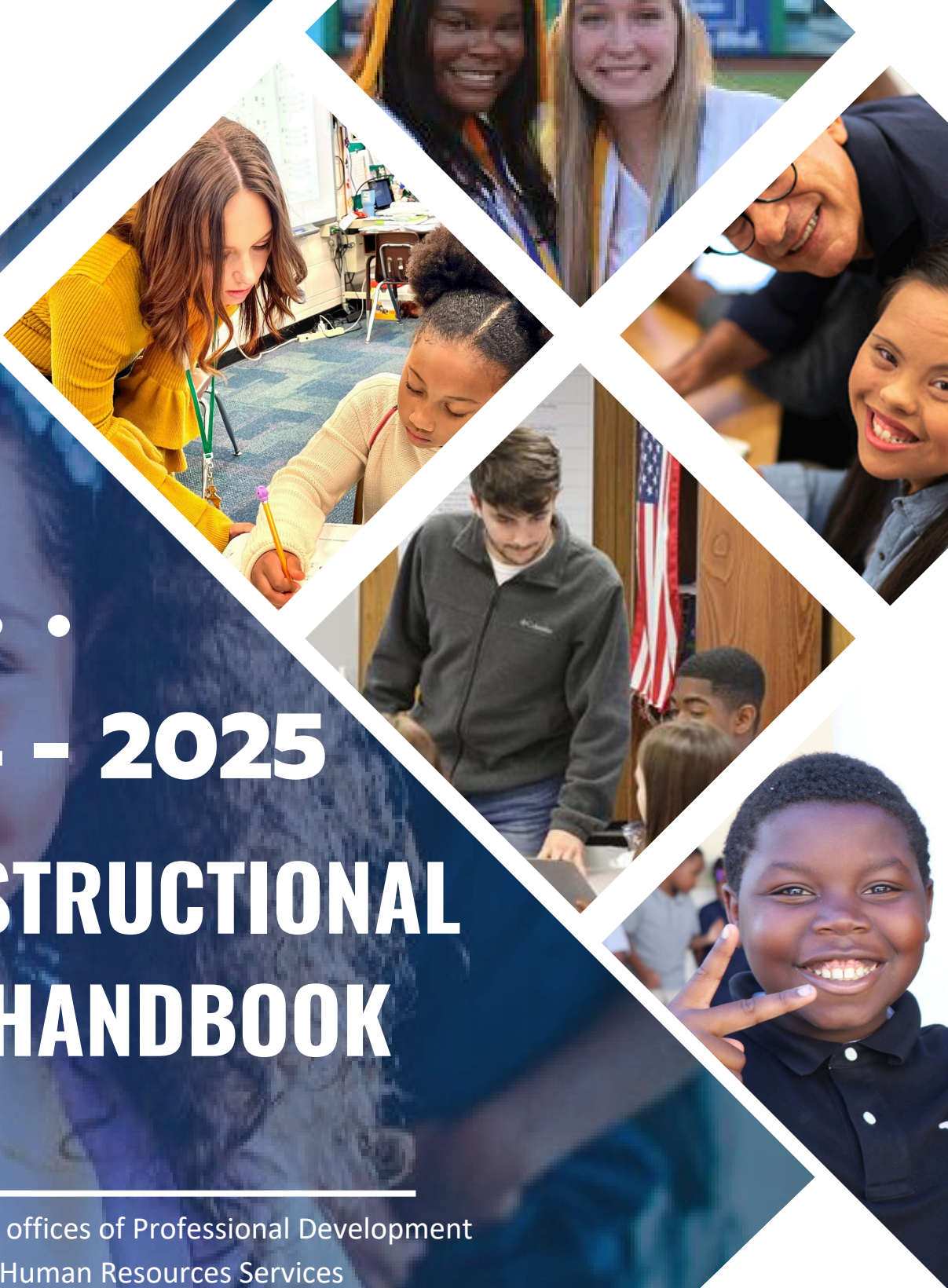




PINELLAS
COUNTY
SCHOOLS



2024 - 2025

NEW INSTRUCTIONAL HIRE HANDBOOK

Developed by the offices of Professional Development
and Human Resources Services

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

Professional Development Department:

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

Talent Acquisition:

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

**Keep In Touch
With Us**

FACEBOOK
ESPAÑOL FACEBOOK
TWITTER
YOUTUBE
INSTAGRAM
LINKEDIN
PEACHJAR
SCHOOLS ON SOCIAL MEDIA





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

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Caprice Edmond

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Dawn M. Peters

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 the 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 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 other
- 



Welcome to the District

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

Pathways

Early Career Teachers (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 Districts 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.

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Professional Development and Support

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

Name	Role	E-Mail	Phone
Kathy Beauregard	Mentors, New Hires, Embrace, Onboarding	beauregardk@pcsb.org	588-6224 ext.1940
Pamela Kasardo	Transition to Teaching	kasardop@pcsb.org	588-6224 ext.1946
Robin Ford	Marzano Evaluation	fordr@pcsb.org	588-6224 ext. 6223
Karen Collier	Springboard	collierka@pcsb.org	588-6224 ext.1909
Robin Ford	Classroom Management	fordr@pcsb.org	588-6224 ext. 6223

Professional Development (PD):

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

Professional Development Opportunities:

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

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



Employee Services Contact Information

Administration Building Main Line: 727-588-6000

Service	Contact	Telephone	Email Address
Human Resources			
Administrative Services	Alexandra Ison	727-588-6278	Isona@pcsb.org
Certification/Compliance Services	Eunice Bajkowsky Lisa Jensen	727-5886576 727-588-6275	Bajkowskye@pcsb.org Jensenli@pcsb.org
Compensation Services	Carly Spicer	727-588-6286	Spicerca@pcsb.org
Instructional Services: Area 1 & 4 (includes TZ schools in 1 & 4) Area 2 & 3 (includes TZ schools in 2 & 3)	Loretta Spicer Deneen Wyman	727-588-6334 727-588-6292	Spicerlo@pcsb.org Wymand@pcsb.org
Leave of Absence Services			pcслеaves@pcsb.org
Recruitment & Retention	Debra Cucchiara Amanda Spinks Raquel Perez-Russo	727-588-5136 727-588-6281 727-588-5007	Cucchiarad@pcsb.org Spinksam@pcsb.org Perez-Russor@pcsb.org
Support Services: Area 1 & 4 (includes TZ schools in 1 & 4) Area 2 & 3 (includes TZ schools in 2 & 3)	Sherrie Bennett Louise Gunter	727-588-6382 727-588-6378	Bennettshe@pcsb.org Gunterc@pcsb.org
Substitute Placement Services: AESOP Assistance	Cheryl Keys	727-588-6270	Keysc@pcsb.org
Sick Leave Bank: Elementary Staff & Admin. Bldg. Staff Middle & High Staff & WPSC Staff	Traceylee Delaney Gillian Cutro	727-588-6289 727-588-6285	Delaneytr@pcsb.org Cutroq@pcsb.org
Address Changes: Update your address and phone number on line at https://ess.pcsb.org/EmpSS/ or submit a signed PCS Form 1909 to hurnamechange@pcsb.org			
Employee Record Services: Employment verifications, teacher service verification to other districts, etc. at 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 .			
ESOL Office:	Natasa Karac, Ed.D.	727-588-6067	Karacn@pcsb.org
Help Desk: User ID and password		727-588-6060	
Office of Professional Standards:	Sandra Turner	727-588-6472	Turnersan@pcsb.org
Payroll Department: Direct Deposit and W-4's, Support Summer Savings program		727-588-6162	
Professional Development			
Certificate of Distinction I & II:	Lisa Brackney	727-588-6000 x1419	Brackneyl@pcsb.org
Certification Clerk:	Natalie Geldern	727-588-6224 x3063	Geldernn@pcsb.org
Embrace Pinellas and Mentors and Early Career Development Program:	Kathy Beauregard	727-588-6224 x1940	Beauregardk@pcsb.org
Professional Learning Network:	Rocio Rodriguez Luna	727-588-6224 x3097	Rodriguezlunar@pcsb.org
Teacher Appraisals:	William Aligood	727-588-6224 x1320	Aligoodw@pcsb.org
Risk Management and Insurance 727-588-6195			
Employee Wellness	Caleigh Hill	727-588-6031	Hillca@pcsb.org
Health Insurance and Benefits:	Benefits Team	727-588-6197	Risk-Benefits@pcsb.org
Retirement Team:	Retirement Team	727-588-6214	RiskRetirement@pcsb.org
Safety & Loss Prevention:	John Scacca	727-588-6078	Scaccaj@pcsb.org
Retirement Savings Program	Kelli Barr	727-588-6141	Barrk@pcsb.org
Worker's Compensation:	Tina Read	727-588-6196	Readt@pcsb.org

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

Rev: :4/23/24

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

Q: When Do I get my computer?

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

Q: When do I get my username and password?

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

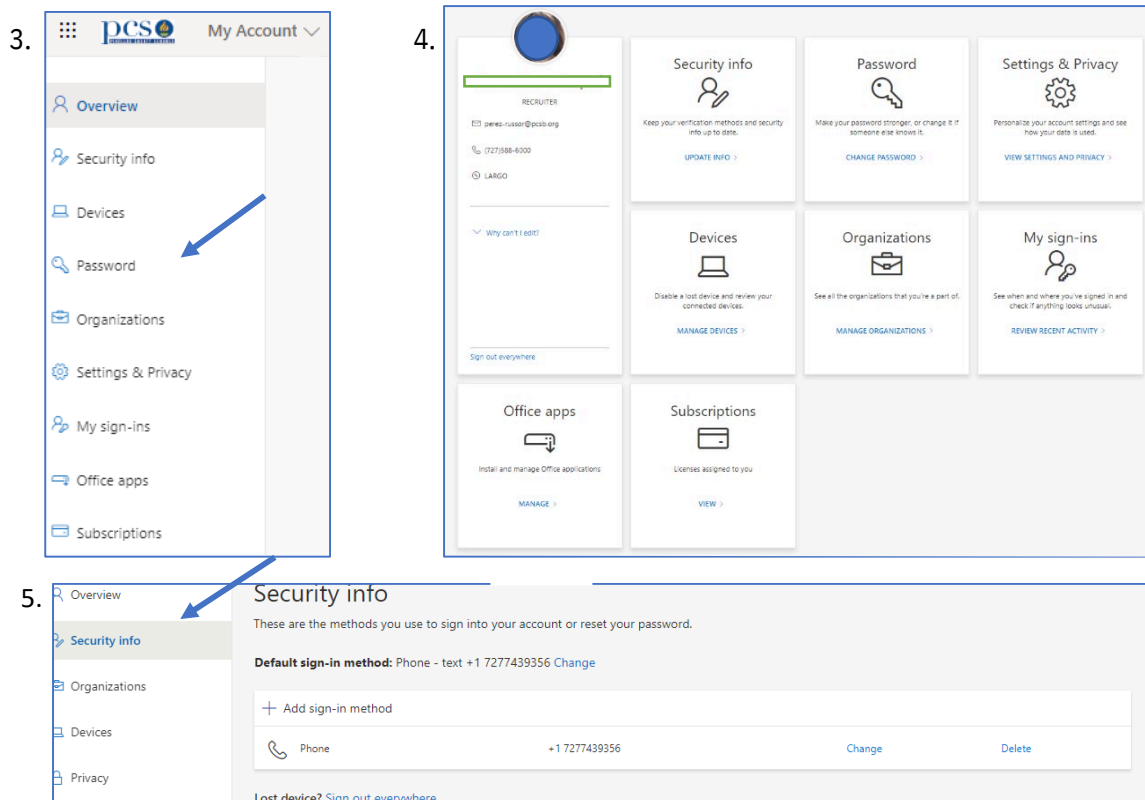
Q: What do I do after I receive my username and password?

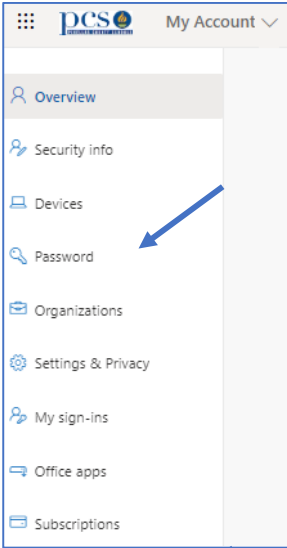
A: After you receive your user name and password, register your account at www.pcsb.org/passwords to be able to reset, unlock and change your password on your own, from school, or at home.

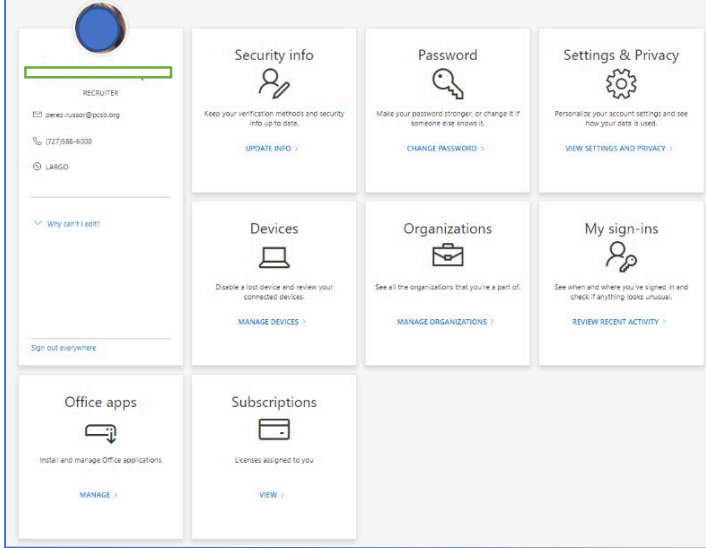
Q: How do I get my Verification Code set up to access my e-mail from home?

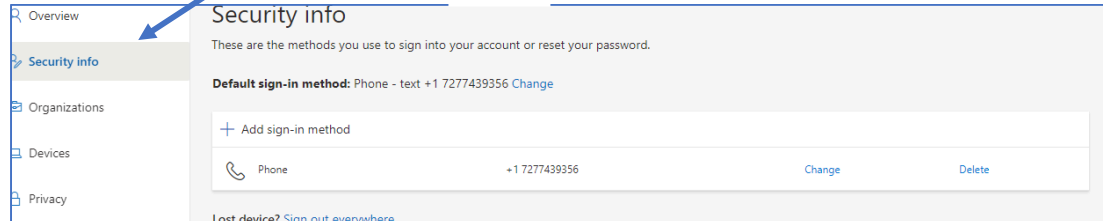
A: You can ask the help desk to set you up at the same time they are setting you up for a username and password. If you forget, just follow the steps below.

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



3. 

4. 

5. 

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

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](#)

Username :
Password :

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.

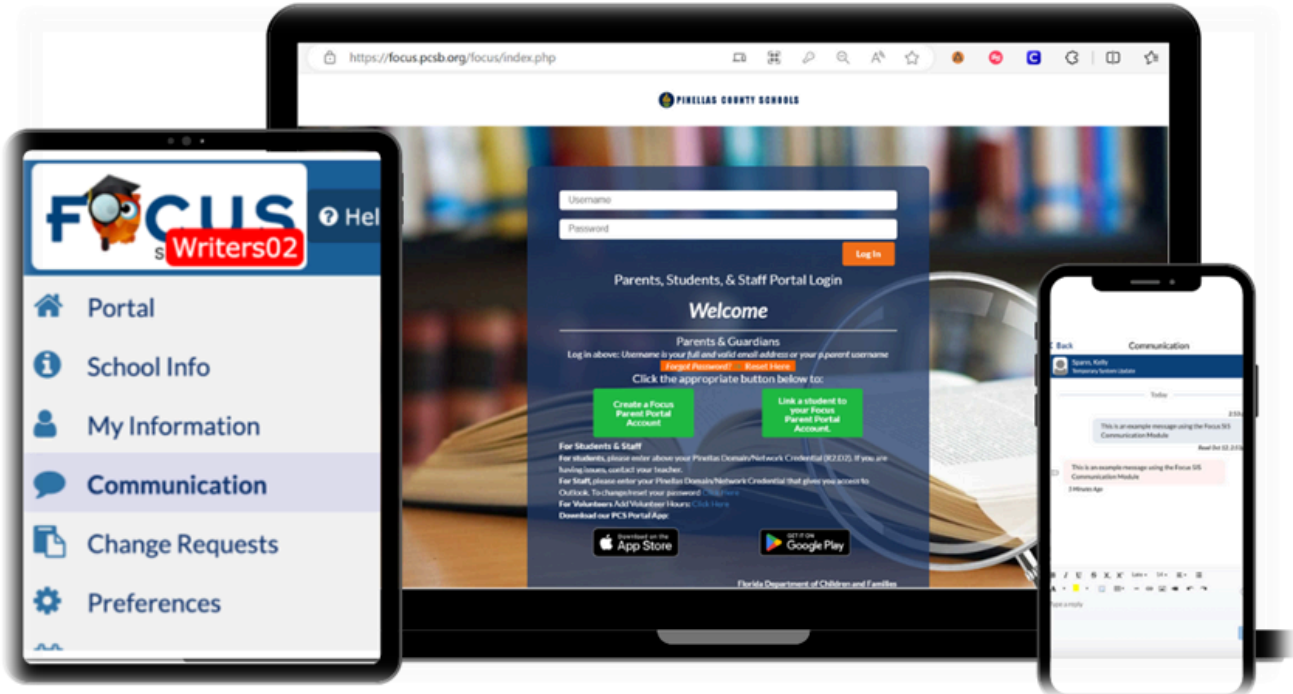
Consent for Electronic Version of 1095C IRS Tax Form
Now Available - If you wish to view/print your own 1095C Insurance Tax Form in January, please login and click on the "1095C" link.

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.

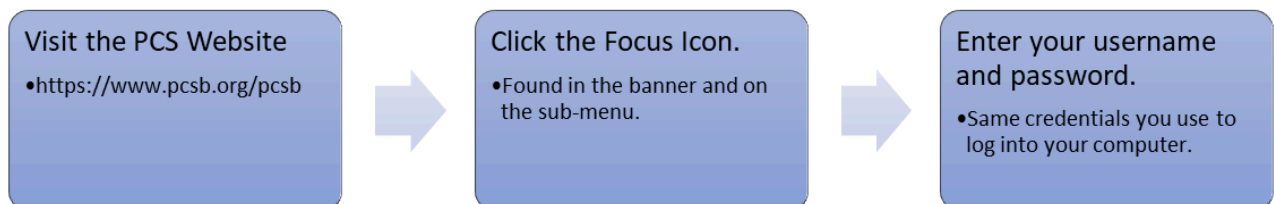
... Application for the **12 month payroll option** on ESS is available in spring months through the end of June.



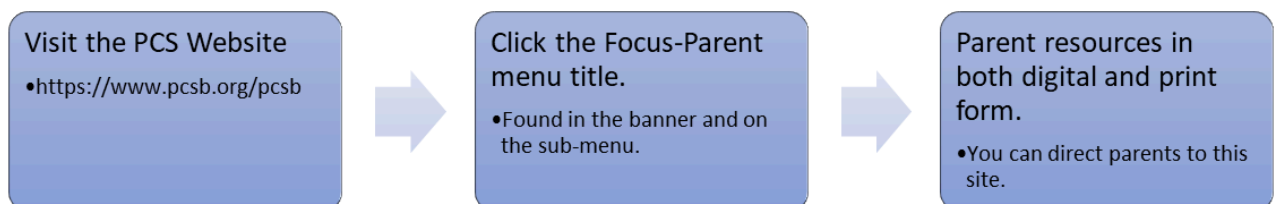
Focus Student Information Systems is the main source of student information in Pinellas County Schools



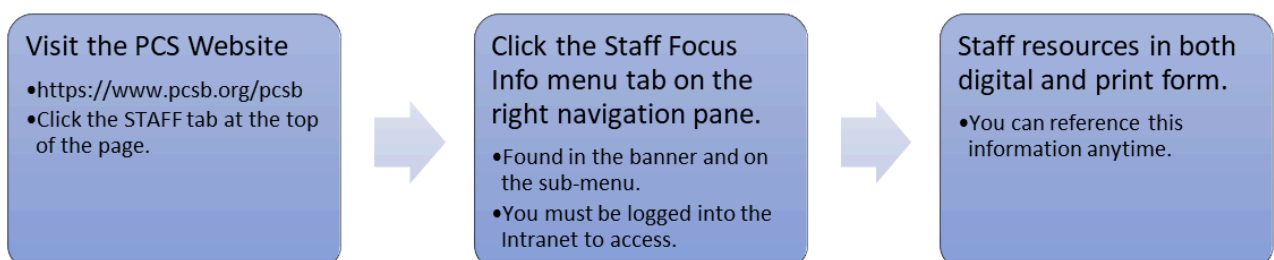
How can I access Focus?



Where can I find resources to support my families with Focus?



Where can I learn more about the newer features of Focus?

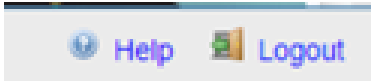
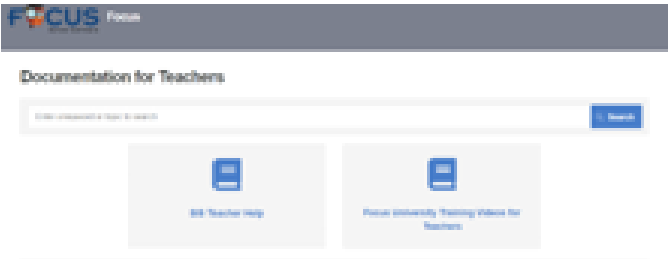


Focus Information System

The below technical instructional guides are provided to help you get started with Focus. These instructions do not negate the expectations communicated from Teaching and Learning.

Where can I get help with Focus?

Focus University [<https://focus.screenstepslive.com/s/teacher>] is a tool provided by the vendor to help you navigate and maximize your utilization of Focus. All the resources provided in this guide are accessible through Focus University.

Click the question mark icon at the bottom right-hand side of your Focus screen when you are logged in.	Then you will be directed to the Help Guide and Training Videos.
	

Video Table of Contents

SIS Video Resources

- A. [Version 12 Teacher Navigation](#)
- B. [Version 12 Teacher Communications](#)
- C. [Community App for Teachers](#)
- D. [Positive Behaviors](#)
- E. [Teacher Advanced Reports](#)
- F. [Teacher Attendance](#)
- G. [Teacher Seating Charts](#)
- H. [Teacher Calendar and Conferences](#)
- I. [Teacher Discipline](#)
- J. [Version 12 Secondary Teacher Grade Posting](#)

Gradebook Video Resources

- A. [Gradebook Basics \(Version 11\)](#)
- B. [Gradebook Settings \(Version 11\)](#)
- C. [Gradebook Categories \(Version 11\)](#)
- D. [Gradebook Reports \(Version 11\)](#)
- E. [Gradebook Assignments \(Version 11\)](#)
- F. [Restore Unlinked Assignments to the Gradebook \(Version 11\)](#)



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- **Portal**
 - a. Portal
- **Attendance**
 - a. Take Attendance
- **Seating Charts**
 - a. Seating Charts
- **Gradebook**
 - a. Gradebook
 - b. Gradebook: Categories & Assignments
 - c. Gradebook: Gradebook Templates
 - d. Proficiency Gradebook
- **Final Grades**
 - a. Post Final Grades
 - b. Post Standard Grades
 - c. Report Card Comments
- **Add Referral**
 - a. Add Referral
- **Positive Behaviors**
 - a. Positive Behaviors
 - b. Configure Positive Behaviors
- **Communication**
 - a. Phone Communication
 - b. Messenger
 - c. Communication (Teachers)
- **Students**
 - a. Searching for Students (Teachers)
 - b. Student Info
 - c. Student Info: Communication
 - d. Student Schedule
 - e. Referrals
 - f. Progression Plan
 - g. Final Grades, GPA, & Class Rank
 - h. Course History
 - i. Graduation Requirements Report
 - j. Test History
- **Groups**
 - a. Groups
- **Reports**
 - a. My Profile
 - b. School Info
 - c. Student Breakdown
 - d. Print Avery Labels
 - e. Advanced Report
 - f. Communication Reports (Teachers)
 - g. Print Class Lists
 - h. District Reports
 - i. Saved Reports
 - j. SSRS Reports
- **Grades (Reports)**
 - a. Gradebook Reports
 - b. Print Report Cards
 - c. Standard Grades Report Cards
 - d. Posted Grades Verification Report
- **Attendance (Reports)**
 - a. Attendance Chart
 - b. Absence Summary
 - c. Print Absence Summary
 - d. Perfect/Excessive Attendance
 - e. Attendance Verification / Sub Rosters
 - f. Check In/Check Out
 - g. Attended Hours Report
 - h. No Show/Low Attendance
- **Performance Reports**
 - a. Test History Report
 - b. Test History Breakdown
 - c. State Performance Report
 - d. College Readiness Report
 - e. School Status Report
- **Preferences**
 - a. Preferences
- **Calendar**
 - a. Attendance Calendar
 - b. Calendar
- **Mobile App**
 - a. Using the Mobile App for Teachers

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.

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

<p>HELP RESOURCES</p> <p>CONTACT YOUR ORGANIZATION</p> <p>Victoria County School District</p> <p>Eric Owens Phone: (555) 849-9075</p> <p> Frontline Support</p>	<p>Amy Pond Employee</p>
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GETTING HELP AND TRAINING

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

ACCESSING ABSENCE MANAGEMENT ON THE PHONE

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

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

Over the phone you can:

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

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

Marzano Focused Teacher Evaluation Model

STANDARDS-BASED PLANNING

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

STANDARDS-BASED INSTRUCTION

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

CONDITIONS FOR LEARNING

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

PROFESSIONAL RESPONSIBILITIES

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

ISBN: 9781943920242



Marzano Focused Teacher Evaluation Model: Desired Effects

Standards-Based Planning		ELEMENT	DESIRED EFFECT
	Planning Standards-Based Lessons/Units		Teacher provides evidence of implementing lesson/unit plans aligned to grade-level standard(s) using learning targets embedded in a performance scale.
	Aligning Resources to Standard(s)		Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.
	Planning to Close the Achievement Gap Using Data		Teacher provides data showing that each student (including English learners (EL), exceptional education, gifted and talented, low socioeconomic status, and ethnic students) makes progress toward closing the achievement gap.
Standards-Based Instruction		ELEMENT	DESIRED EFFECT
	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).
	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		DESIRED EFFECT
		Achievement Gap 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		DESIRED EFFECT	
	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"

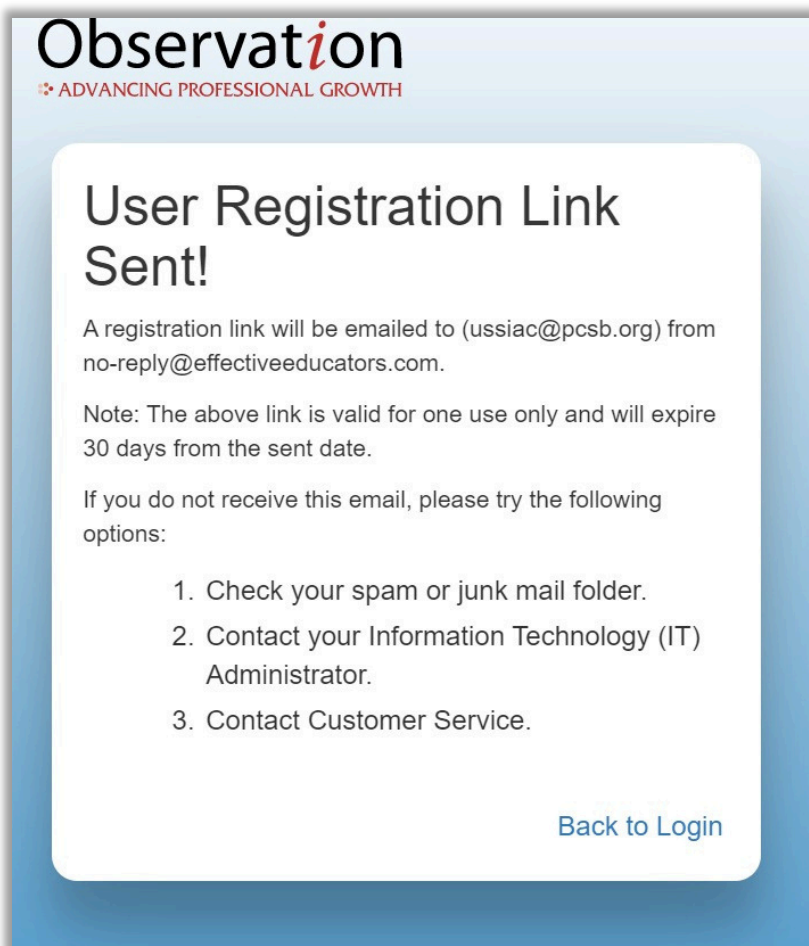
The screenshot shows the Observation Academy login interface. At the top, there are three logos: 'Observation' (Advancing Professional Growth), 'Observation ACADEMY' (Technology for Personalized Learning), and 'Observation FIDELITY' (Ensure Accuracy and Calibration). The main content area is titled 'Connect to Your Existing iObservation Account'. It contains the following text: 'You are almost done!', 'The last step will connect the login you just used to your existing iObservation account.', 'If you are a new user, you should have already received a registration email containing a link to connect your existing iObservation account. Please check for an email with the subject "An account has been created for you" and click the contained link.', 'If you are already an iObservation user, or you did not receive this email, please use the link below to receive a new registration email with a link that will connect you to your existing iObservation account.', and 'Last Step: [Send me a registration link](#)'. Below this, it says 'This will be the only time you need to do this. In the future you will only need your district information to login because it will connect automatically to your existing iObservation account.' A large red arrow points to the 'Send me a registration link' button.

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

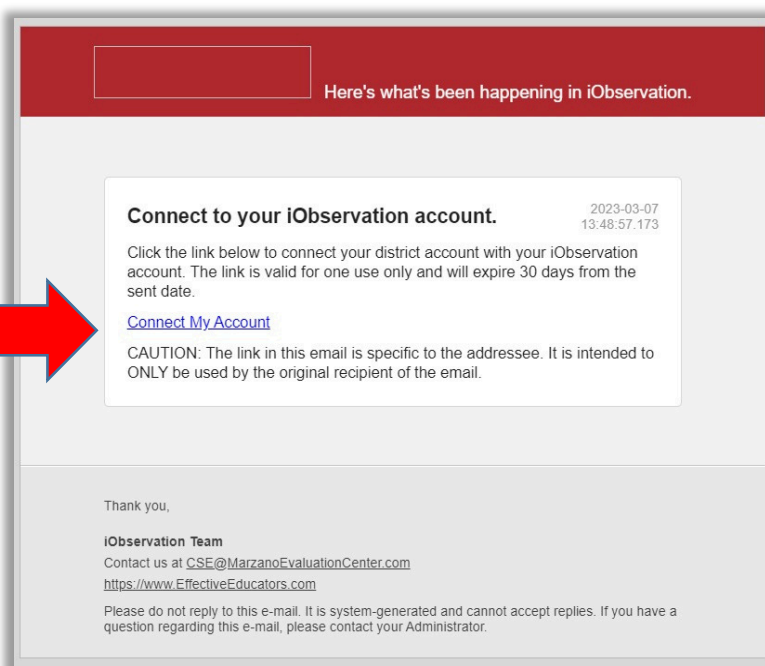
The screenshot shows the 'Register New User' form. At the top, there is the 'Observation' logo (Advancing Professional Growth). The form title is 'Register New User'. Below the title, it says 'Please enter your email address to receive a one-time registration link.' There is a label '*Email:' followed by a text input field labeled 'Email Address'. At the bottom of the form, there are two buttons: 'Cancel' and 'Submit'.



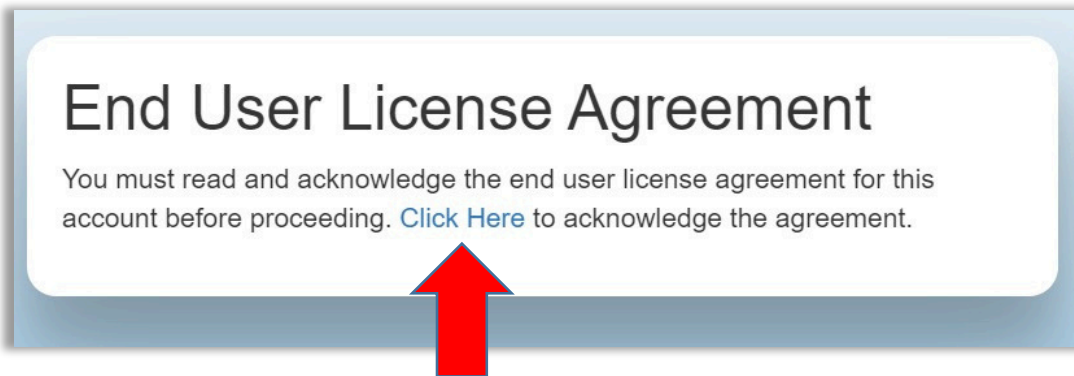
4. You will see this screen once your e-mail address has been submitted. Please check your PCS e-mail.



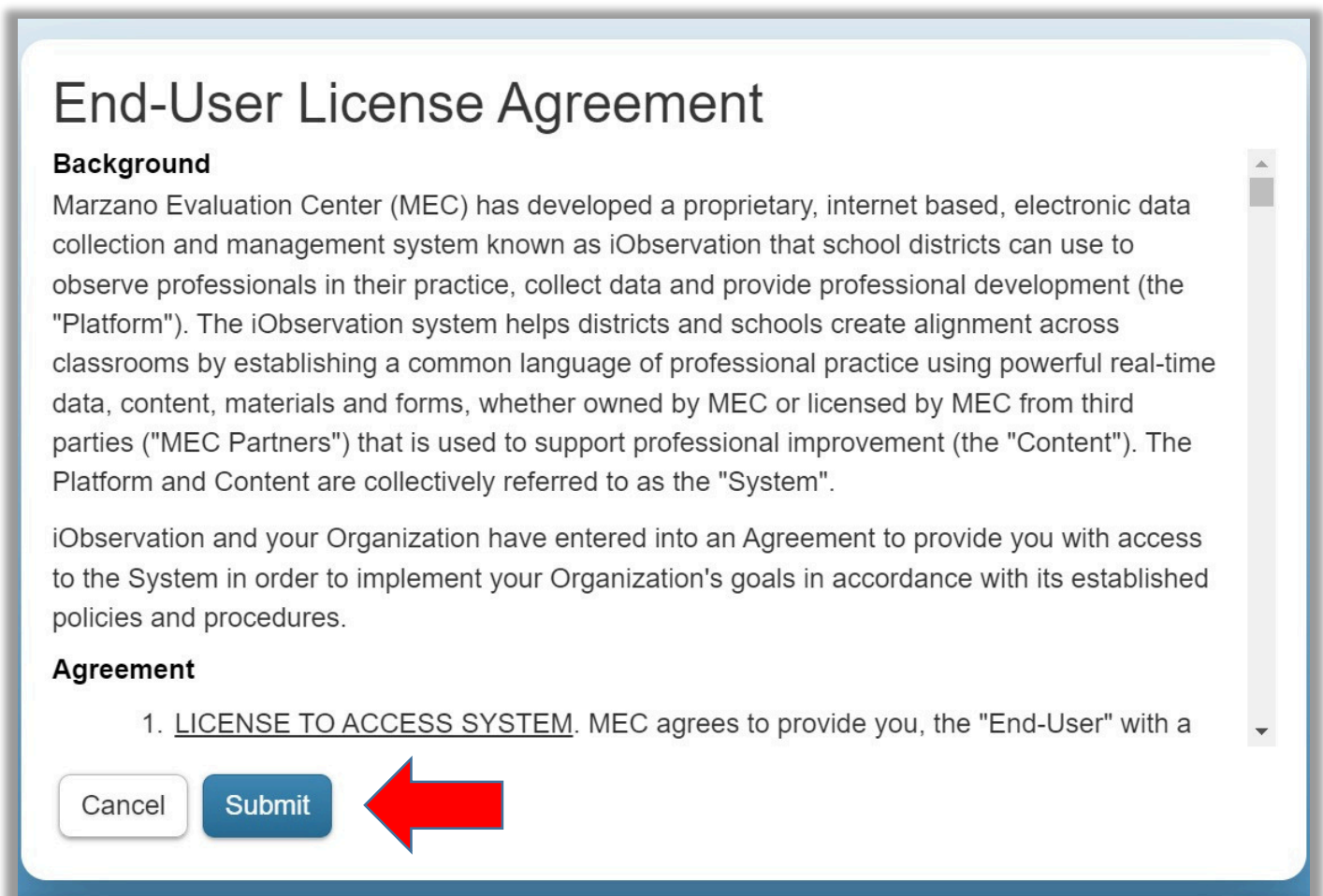
5. Open the e-mail from iObservation, then click "connect my account"



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!

Oops!

iObservation is experiencing a mild case of the hiccups. We've reported it to the team. Please try again in a bit.

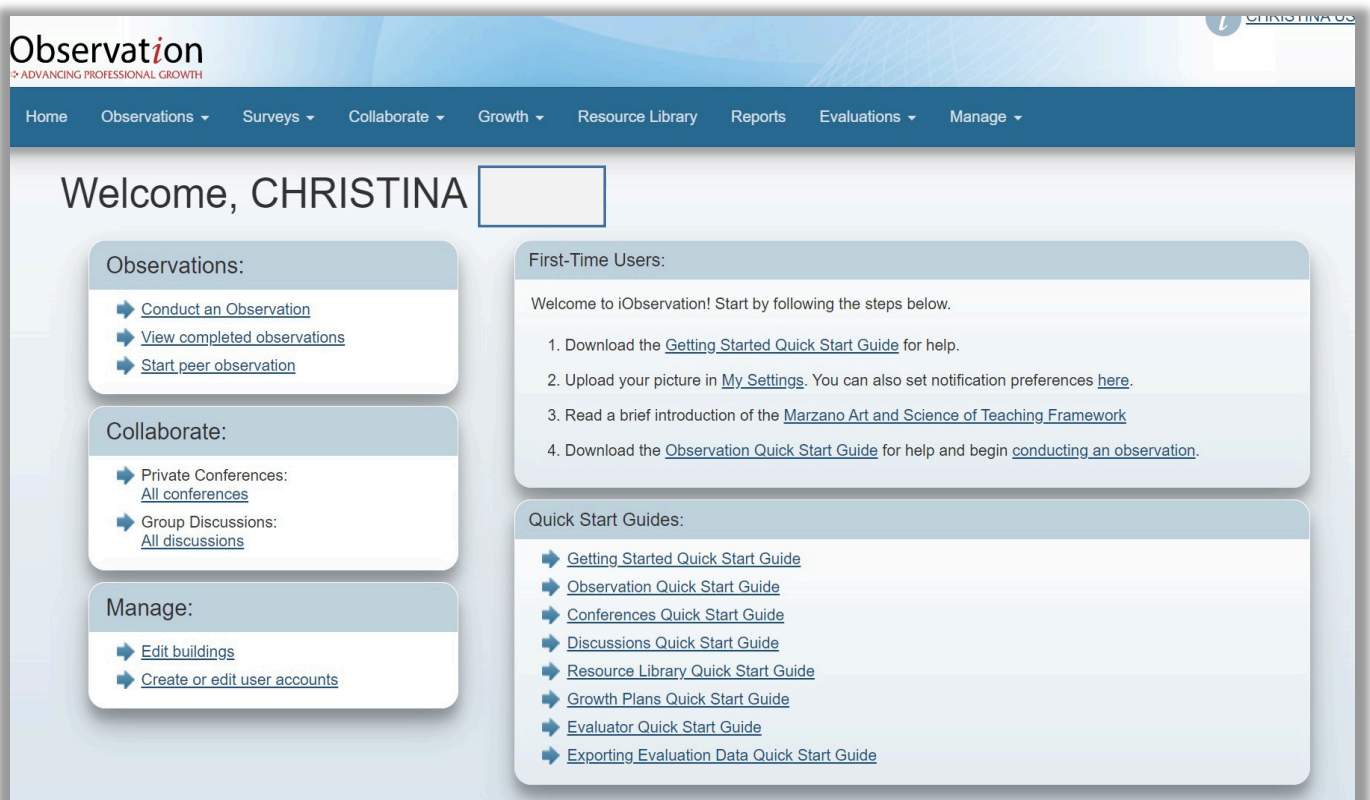
If the problem continues:

- Please contact Customer Service to report the problem.

Follow these steps:

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

9. Welcome to iObservation!



Observation
ADVANCING PROFESSIONAL GROWTH

Home Observations Surveys Collaborate Growth Resource Library Reports Evaluations Manage

Welcome, CHRISTINA

Observations:

- ➔ [Conduct an Observation](#)
- ➔ [View completed observations](#)
- ➔ [Start peer observation](#)

Collaborate:

- ➔ Private Conferences:
[All conferences](#)
- ➔ Group Discussions:
[All discussions](#)

Manage:

- ➔ [Edit buildings](#)
- ➔ [Create or edit user accounts](#)

First-Time Users:

Welcome to iObservation! Start by following the steps below.

1. Download the [Getting Started Quick Start Guide](#) for help.
2. Upload your picture in [My Settings](#). You can also set notification preferences [here](#).
3. Read a brief introduction of the [Marzano Art and Science of Teaching Framework](#)
4. Download the [Observation Quick Start Guide](#) for help and begin [conducting an observation](#).

Quick Start Guides:

- ➔ [Getting Started Quick Start Guide](#)
- ➔ [Observation Quick Start Guide](#)
- ➔ [Conferences Quick Start Guide](#)
- ➔ [Discussions Quick Start Guide](#)
- ➔ [Resource Library Quick Start Guide](#)
- ➔ [Growth Plans Quick Start Guide](#)
- ➔ [Evaluator Quick Start Guide](#)
- ➔ [Exporting Evaluation Data Quick Start Guide](#)



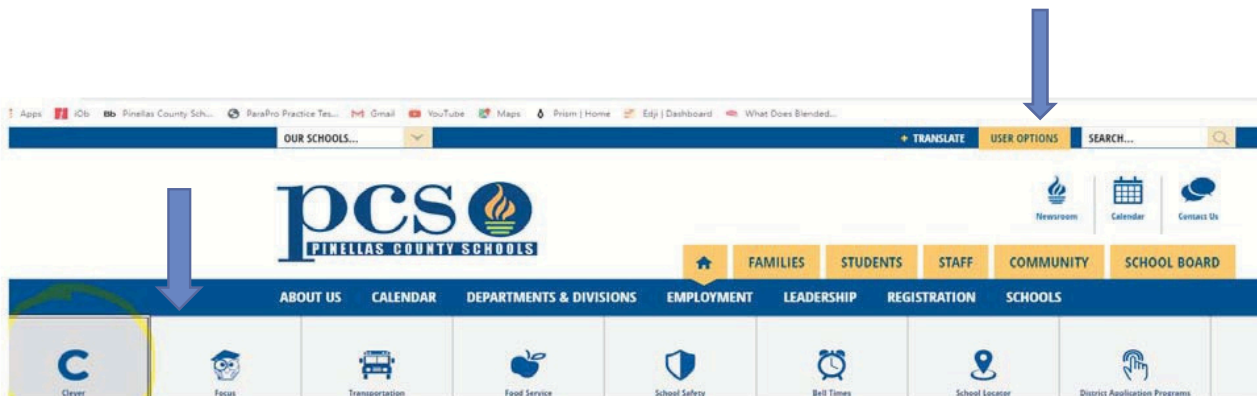
Curriculum Resources

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



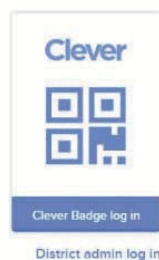
Pinellas County Schools

Not your district?

Log in with Active Directory

Having trouble? Get help logging in!

Once you have clicked Clever, you will see this screen



Favorite resources



Canvas Log In

Top Applications



Canvas Log In



Resource Center



Log in Troubleshooting



Email Help



High School Enrichment

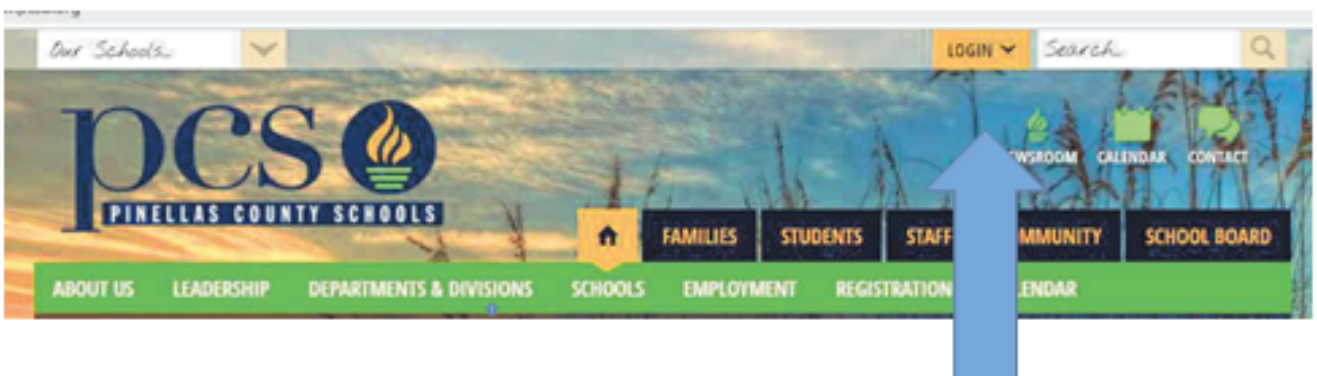
Here's an example of what you may see



Professional Learning Network

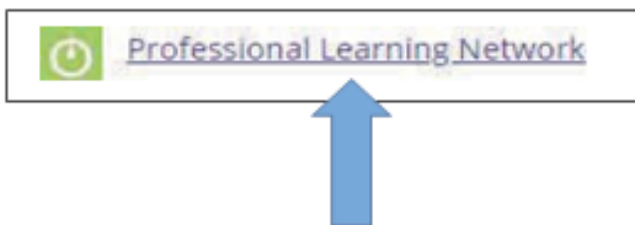
Professional Learning Network (PLN): The district uses PLN to keep track of all component points and training sessions you attend. If you find a session in which you are interested, you can sign up for the course in PLN and you will be added to the roster. Once you complete the course, the facilitator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

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

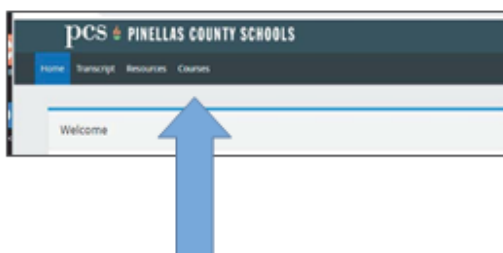


2. Click on Professional Learning Network

3. This is your Home Page

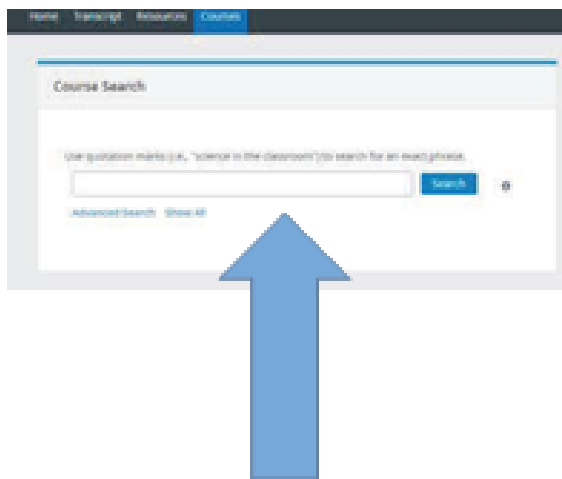


4. To register for a class click on Courses

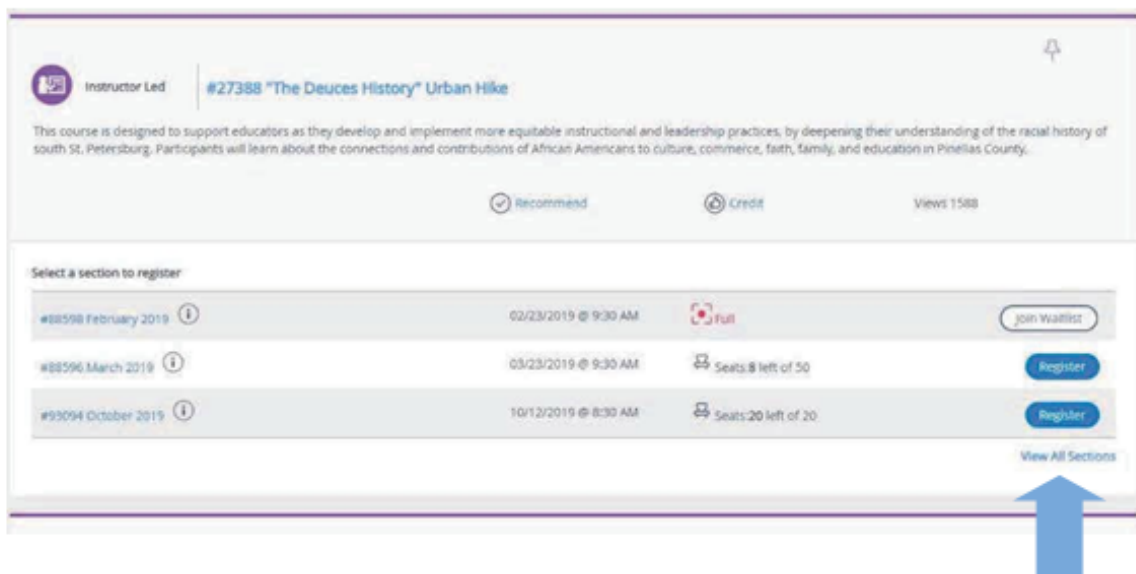


Professional Learning Network

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



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



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



NEW TEACHER ORIENTATION EXPERIENCE

**NEW TO PCS
INSTRUCTIONAL HIRES
AUGUST 2024-APRIL 2025**

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) [32086](#)
- ☐ 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) TBA

Complete required Period of Contract Agreement courses:

- ☐ Refer to Period of Contract Agreement (POCA)

*Not all POCA courses are eligible for the stipend

ENRICHMENT COURSES

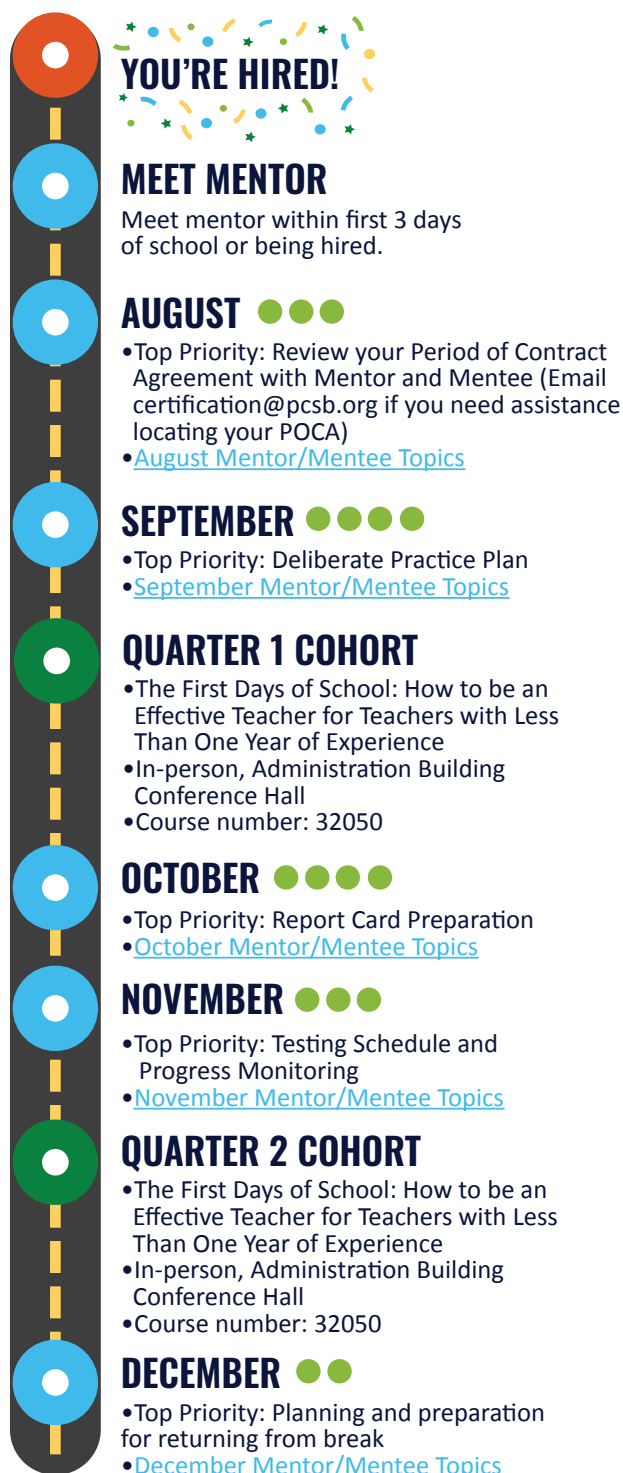
- ☐ Embrace Pinellas: Deliberate Practice Plan Overview (online- 3 hours) [33521](#)

- ☐ The First Days of School: How to be an Effective Teacher by Harry Wong (12 hours-3hrs per quarter) [32050](#)

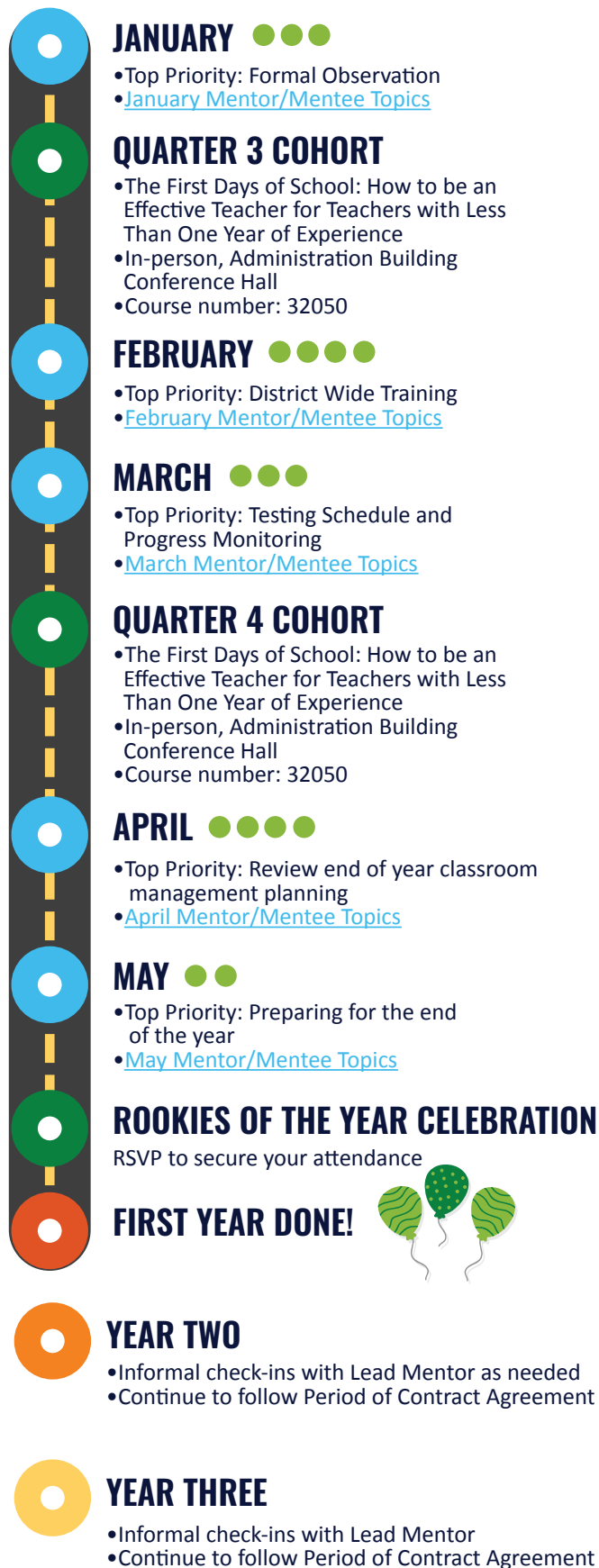
- ☐ Restorative Practices (6 hours) [32219](#)

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

EARLY CAREER TEACHER JOURNEY



●=1 MEETING ●=REQUIRED ●=OPTIONAL





SCAN HERE

TO VIEW CHALK TALK

A MONTHLY CATALOG OF UPCOMING
PROFESSIONAL DEVELOPMENT OPPORTUNITIES



FLDOE Certification Requirements

Certification Types

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



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>Requirements typically include:</p> <ul style="list-style-type: none">• General Knowledge Exam*• Professional Ed Exam• Subject Area Exam**• Professional Prep. College Coursework• One calendar year of full-time teaching experience• End-of-Year evaluations completed by principals <p>*Can be waived with any master's degree **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 an 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
<u>Transition to Teaching</u>	<p>FLDOE approved program provided through Pinellas County Schools.</p> <p>The program includes 12 six-hour modules of coursework and training.</p> <p>For more information, reach out to Pam Kasardo, the TTT coordinator, at KasardoP@pcsb.org</p>
College Enrollment	<p>Completion of courses through college enrollment.</p> <p>Information for college programs that offer the required courses can be found on the Certification Page on the PCSB website.</p> <p>Teachers that need help determining which courses to enroll in can reach out to Certification@pcsb.org</p>
Educator Preparation Institutes	<p>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.</p>
College Teaching Experience	<p>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</p>

Certification Team Members:

Jamie Mays, Certification Coordinator
Eunice Bajkowsky, Human Resources Specialist
Lisa Jensen, Certification Clerk
E-mail us at certification@pcsb.org

Websites and Other Resources

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

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

You can visit the [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 I enroll in TTT do I still need to enroll and participate in the Embrace Pinellas ongoing professional development opportunities?

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

Q: How do I sign up for TTT?

A: In order to sign up for TTT make sure you meet the eligibility requirements listed above. You will attend 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.html>
- 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 Pamela Kasardo, Senior Professional Development & TTT Program Coordinator



E-mail: kasardop@pcsb.org



Phone: 727-588-6000 ext. 1946

PCS DIGITAL LEARNING

Pinellas County Schools is rich with digital resources for teachers. 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 2-in-1 Laptop, an interactive projector or Smart Board, and a document camera for class instruction.

MENU

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

ENGAGE

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

PROGRESS

Teachers have access to several student assessment tools:

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

SUPPORT

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

TEACHERS ROCKING TECHNOLOGY

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

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

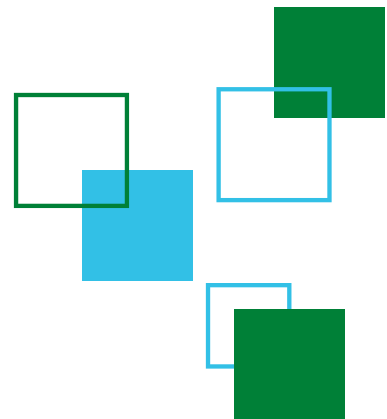
**TO FIND OUT MORE VISIT
THE LIVEBINDER**

[Technology Livebinder Link](#)

CONTACT INFORMATION

Jessica Rey

ReyJ@pcsb.org



Florida Gulfcoast Associate Center
Serving Pinellas, Pasco, and Hernando Counties

www.fdlrsgulfcoast.org

FDLRS is funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education, through federal assistance under the individuals with Disabilities Education Act (IDEA) Part B and state general revenue funds.



performance matters

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

Frequently Asked Questions:

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

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

2. How do I gain access to Performance Matters?

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

3. How do I log into Performance Matters?

Users may login to Performance Matters by clicking the Performance Matters logo in Clever.

Alternatively, access Performance Matters through PCS Portal. As Performance Matters is single-sign on, use PCS credentials (domain name and password) to log in.

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

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

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

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

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

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

7. Where can I learn more about Performance Matters?

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



FAST

FLORIDA ASSESSMENT OF STUDENT THINKING

FAST refers to the new 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 2024-25 school year:

- PM1: August 12–September 27 (K–2: August 5)
- PM2: December 2–January 24
- PM3: May 1–May 30 (K–2: April 14)

VPK–2 Administration

- The FAST VPK assessments will be 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 VPK–2 assessments are Renaissance’s Star Early Literacy, Star Reading, and Star Mathematics.
- 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 type, 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 grade level.

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

Class Lists: Teachers' class lists are pulled into EDS from Focus. Teachers can use the Class List screens to see their 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.

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

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

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



School Site Information and Mentoring

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

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

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

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

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

Library/Media Specialist: The LMT can assist you in setting up technology (tools to use for instruction) as well as teach your classes about utilizing the library or special programs and applications that are relevant to your students.

Secretary/Bookkeeper: The bookkeeper is in charge of all purchasing and monetary issues. Please make sure, you visit and speak with the bookkeeper before handling or dealing with anything that involves money.



Expectations to Consider

Beginning class

- ☐ student arrival
- ☐ taking attendance
- ☐ late arrivals
- ☐ absent students/make-up work
- ☐ collecting notes/forms returned from home
- ☐ sharpening pencils
- ☐ assigning class jobs
- ☐ collecting homework
- ☐ returning student work
- ☐ using cubbies/storing personal items
- ☐ getting students' attention
- ☐ listening to announcements

During class

- ☐ lining up
- ☐ a 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 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.

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.



Acclimating to School Site (Continued)

- ☐ 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 in the First few weeks (by phone, e-mail, personal note, or in-person). If you reach the adult, introduce yourself warmly; tell them you look forward to teaching their child. Expect to reach some parents who speak a language other than English.
- ☐ Make a note of all contacts in a parent contact log.
- ☐ Inform your DMT of 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.



English Learners in Pinellas County

The English Learner (EL) Services Department is committed to providing rigorous academics, promoting community involvement, and delivering quality services to ELs, multilingual families, schools, and district offices. ELs must have access to grade-level content included in the grade appropriate content standards. ELs are a heterogeneous group and effectively educating these students requires diagnosing each student instructionally, adjusting instruction to meet their needs and strengths, and monitoring their progress. The “just good teaching” approach is insufficient to meet the unique cultural and linguistic needs of ELs. The undifferentiated instruction designed for fluent English speakers is insufficient to meet ELs’ linguistic and cultural needs.

The department offers the following services:

- Professional Development
- Teaching and Learning support for all teachers of ELs
- ESOL Testing and Compliance technical support and guidance
- ESOL Family Outreach
- Translations and Interpretations

WIDA in Pinellas County Schools

The WIDA (World-class Instructional Design and Assessment) Consortium has been built by educators who work with ELs in their classrooms, schools, districts, and states. WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. Florida Department of Education (FDOE) has been a WIDA consortium member state since 2015. FDOE has adopted WIDA’s English language development (ELD) standards and assessments for ELs. The annual language proficiency assessment is ACCESS for ELs (Assessing Comprehension and Communication in English State to State). The WIDA framework recognizes the continuum of language development within the four domains (listening, speaking, reading, and writing) with six English language proficiency levels. For teachers unfamiliar with the ELD standards, the CAN-DO Descriptors provide a starting point for working with ELs and a collaborative tool for planning. The CAN-DO Descriptors are also general enough to be appropriate to share with students’ family members to help them understand the continuum of English language development, as well as to create language proficiency goals with individual ELs and encourage student’s ownership of that progression. The CAN-DO Descriptors have important instructional implications; that is, the information may be used to plan differentiated lessons or unit plans. The Descriptors may also apply to ACCESS for ELs scores and may assist teachers and administrators in interpreting the meaning of the score reports. A distinguishing feature of these Descriptors is the presence of sensory, graphic, or interactive support, through ELD level 4, to facilitate ELs’ access to content to succeed in school.

The Descriptors are not instructional or assessment strategies, per se. They are exemplars of what ELs may do to demonstrate comprehension in listening and reading as well as production in speaking and writing within a school setting. Currently, the CAN-DO Descriptors are written for the entire Pre-K-12 spectrum.

Links to important resources:

- [Grading Policy](#)
- [Instructional vs. Testing Accommodations](#)
- Can-Do-Descriptors [for Elementary](#), [Middle and High Schools](#)

For further information and support, please contact Dr. Natasa Karac, Director EL Services, at karacn@pcsb.org

TO: All School Principals

FROM: Chief Academic Officer

SUBJECT: Schedule for 2024-2025 Report Periods and Distribution of Report Cards

To ensure uniformity of dates for distribution of report cards for the 2024-2025 school year, please distribute according to the schedule below. Alternative education students and exceptional education students will follow the schedule below for their grade levels.

ELEMENTARY (Grades K-5) STUDENTS

Mid Period Report (for those students needing a mid-term report- see note below) Tuesday	End of Report Period	# of Days	Final Grades and Comment Codes Due in Portal	Report Cards Distributed
September 10, 2024	Friday October 11, 2024	43	Friday - 4:00 p.m. October 18, 2024	Thursday October 24, 2024
Wednesday November 13, 2024	Friday December 20, 2024	44	Friday - 4:00 p.m. January 10, 2025	Thursday January 16, 2025
Notify Parents of Potential Retention by Wednesday, February 12, 2025				
Friday February 7, 2025	Friday March 14, 2025	47	Friday - 4:00 p.m. March 28, 2025*	Thursday April 3, 2025
Friday April 25, 2025	Thursday May 29, 2025	46	Thursday - 4:00 p.m. May 22, 2025	Thursday May 29, 2025

Note: Mid-Term Progress Reports in elementary schools are distributed to students who have a current grade of N, U, D, or F at mid-term, and to students who had an N, U, D, or F on the previous report card. Some schools choose to send Mid-Term Progress Reports to all students. Mid-term grades are not entered into Focus.

SECONDARY (GRADES 6-12) STUDENTS

Mid Period Report (for those students needing a mid-term report, see note below)	End of Report Period	# of Days	Final Grades	Report Cards
Tuesday September 10, 2024 Wednesday November 13, 2024 Friday February 7, 2025	Friday October 11, 2024 Friday December 20, 2024 Friday March 14, 2025	43 44 47	Friday - 4:00 p.m. October 18, 2024 Friday - 4:00 p.m. January 10, 2025 Friday - 4:00 p.m. March 28, 2025*	Thursday October 24, 2024 Thursday January 16, 2025 Thursday April 3, 2025
April 25, 2025	Thursday May 29, 2025	46	Thursday- 4:00p.m. May 29, 2025	Tuesday June 3, 2025

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 17th – 21st, 2025



**PINELLAS COUNTY SCHOOLS
PAYROLL CALENDAR 2024-2025**

INSTRUC TIONAL/ADMINISTRATIVE/PROFESSIONAL/TECHNICAL/SUPERVISORY

← PAY TYPES & MONTHS TO WORK →										APPROVAL
RUN NUMBER	PAY PERIOD FROM TO		PAY DATE	(27,37,47) 12	(26,38,P6) 11.5 (A)	(35,36,45) 11	(24,28,33,34.44) 10.5	(23,29,P3) 10	(SP) on-site subs	DUE IN SYSTEM
Fiscal Year Start Date -			07/01/24	07/01/24	07/15/24	07/26/24	08/02/24	08/12/24		
020	07/01	07/05	07/12/24	4 *	4 *					07/08
040	07/06	07/19	07/26	10	10	5 *				07/22
060	07/20	08/02	08/09	10	2 (A)	10	6 *	1 *		08/05
080	08/03	08/16	08/23	10	10	10	10	10	5	08/19
100	08/17	08/30	09/06	**	10	10	10	10	10	09/03 (B)
120	08/31	09/13	09/20	10	10	10	10	10	9	09/16
140	09/14	09/27	10/04	10	10	10	10	10	9	09/30
160	09/28	10/11	10/18	10	10	10	10	10	10	10/14
180	10/12	10/25	11/01	10	10	10	10	10	9	10/28
200	10/26	11/08	11/15	10	10	10	10	10	10	11/11
220	11/09	11/22	11/29	10	10	10	10	10	10	11/22 (B)
240	11/23	12/06	12/13	8	6	6	6	6	5	12/09
260	12/07	12/20	12/27	10	10	10	10	10	10	12/19 (B)
280	12/21	01/03	01/10/25	2	2	2	2	2	0	01/06
300	01/04	01/17	01/24	10	10	10	10	10	9	01/21 (B)
320	01/18	01/31	02/07	10	9	9	9	9	9	02/03
340	02/01	02/14	02/21	10	10	10	10	10	10	02/17
360	02/15	02/28	03/07	10	10	10	10	10	9	03/03
380	03/01	03/14	03/21	10	10	10	10	10	10	03/14 (B)
400	03/15	03/28	04/04	7	6	6	6	6	5	03/31
420	03/29	04/11	04/18	10	10	10	10	10	10	04/14
440	04/12	04/25	05/02	10	10	10	9	9	8	04/28
460	04/26	05/09	05/16	10	10	10	10	10	10	05/12
480	05/10	05/23	05/30	**	10	10	10	10	10	05/27 (B)
500	05/24	06/06	06/13	10	10	10 (C)	8 (C)	5 (C)	3	06/09
520	06/07	06/20	06/27	10	10					06/23
540	06/21	06/30	07/11/25	6	6					06/26 (B)
				247	235	218	206	198	180	
Fiscal Year End Date -				06/30/25	06/30/25	06/06/25	06/04/25	05/30/25	05/29/25	

PAID

HOLIDAYS
SEPT 2 NOV
28 DEC 23
DEC 30 MAR
21
MAY 26

EQUALIZED DAYS

JUL 4	1	1					
NOV 25, 26		2	2	2	2		
NOV 27, 29	2	2	2	2	2		
DEC 23 - JAN 3	8	8	8	8	8		
JAN 20		1	1	1	1		
MAR 17 - MAR 21	3	4	4	4	4		
APR 18				1	1		
Flexible Scheduling		8					
	14	26	17	18	18	0	
Checks Paid -	26.1	26.1	23.5	22.4	21.6		

* 12- and 11.5-month employees will receive 50% times their biweekly pay (4 days plus July 4). 11-month employees will receive 50% times their biweekly pay. 10.5-month administrators/teachers will receive 60% times their biweekly pay. 10-month teachers will receive 10% times their biweekly pay.

** Health insurance deductions begin on 09/06/24 and end on 05/30/25.

(A) 11.5-month employees will receive a normal biweekly check on 08/09/24.

(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 6/13/25, 6/27/25, 7/11/25, 7/25/25 and 8/08/25
The four 12-month option summer pay dates for 10.5-month administrators are 6/13/25, 6/27/25, 7/11/25 and 7/25/25
The two 12-month option summer pay dates for 11-month administrators are 6/27/25 and 7/11/25

2024-2025 INSTRUCTIONAL CALENDAR

JULY 2024				
M	T	W	T	F
3 1	2		4	5
10 8	9		11	12
17 15	16		18	19
24 22	23		25	26
31 29	30			

26 4 day work week ends

AUGUST 2024				
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

2 Teachers return
2-9 Teacher workdays / Non-Student Days
12 First Day for students

SEPTEMBER 2024				
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				

2 Labor Day - Schools closed for teachers/ students
23 Non-Student Day
23 Hurricane Makeup Day

OCTOBER 2024				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11 Q
15 14		16	17	18
22 21		23	24	25
29 28		30	31	

11 End of Quarter 1 (43 days)
14 Non-Student Day
14 Hurricane Makeup Day

NOVEMBER 2024				
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

23-30 Thanksgiving Holidays - Schools closed for teachers/students
25-26 Hurricane Makeup Days

DECEMBER 2024				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20 Q
23	24	25	26	27
30	31			

1 Thanksgiving Holidays - Schools closed for teachers/students
20 End of Quarter 2 (44 days)
& End of 1st Semester (87 days)
21-31 Winter Holidays - Schools closed for teachers/students

JANUARY 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

1-5 Winter Holidays - Schools closed for teachers/students
6 7 Hurricane Makeup Day
20 Second Semester begins
Martin Luther King, Jr. Day - Schools closed for teachers/students

FEBRUARY 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

17 Non-Student Day

MARCH 2025				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14 Q
17	18	19	20	21
24	25	26	27	28
31				

14 End of Quarter 3 (47 days)
15-23 Spring Holidays - Schools closed for teachers/students

APRIL 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		

18 Holiday - Schools closed for teachers/ students
21 Non-Student Day

MAY 2025				
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 Q	30

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

JUNE 2025				
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				

2 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

JULY 2024				
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		

1 4 Teachers/Staff start Independence Day -
22-31 Schools closed for teachers / students
26 8 Shutdown/Flex Days 4 day work week
ends

AUGUST 2024				
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

1-9 Teacher workdays/Non-Student Days

SEPTEMBER 2024				
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				

2 Labor Day - Schools closed for teachers/
students
23 Non-Student Day
23 Hurricane Makeup Day

OCTOBER 2024				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

14 Non-Student Day
14 Hurricane Makeup Day

NOVEMBER 2024				
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

23-30 Thanksgiving Holidays - Schools closed
for teachers/students
25-26 Hurricane Makeup Days

DECEMBER 2024				
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			

1 Thanksgiving Holidays - Schools closed
for teachers/students
21-31 Winter Holidays - Schools closed for
teachers/students

JANUARY 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

1-5 Winter Holidays - Schools closed for
teachers/students
6 7 Hurricane Makeup Day
20 Second Semester begins
Martin Luther King, Jr. Day - Schools
closed for teachers/students

FEBRUARY 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

17 Non-Student Day

MARCH 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
31				

15-23 Spring Holidays - Schools closed for
teachers/students

APRIL 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		

18 Non-Student Day
21 Non-Student Day

MAY 2025				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

26 Holiday - Schools closed for teachers/
students

JUNE 2025				
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				

2 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



2024-25 Instructional Calendar Pinellas County Schools

Friday, July 26, 2024, Four-day work week ends.
Thursday, August 1 Non-student day for 235-day instructional personnel.
Friday, August 2 - Non-student days for 198- and 235-day instructional personnel.
Friday, August 9
Monday, August 12 All schools open. All PreK-12 and postsecondary schools' classes begin.
Monday, September 2 Labor Day Holiday - schools closed for staff and students.
Monday, September 23(a) Non-student day for 198- and 235-day instructional personnel.
Friday, October 11 End of first quarter.
Monday, October 14(a) Non-student day for 198- and 235-day instructional personnel.
Saturday, November 23(a) - Thanksgiving Holidays - schools closed for staff and students.
Sunday, December 1
Friday, December 20 End of first semester.
Saturday, December 21, 2024 - Winter Holidays - schools closed for staff and students.
Sunday, January 5, 2025
Monday, January 6(a) Non-student day for 198- and 235-day instructional personnel.
Tuesday, January 7 Second semester begins.
Monday, January 20 Martin Luther King, Jr. Day Holiday - schools closed for staff and students.
Monday, February 17 Non-student day for 198- and 235-day instructional personnel. Friday, March 14..... End of third quarter.
Saturday, March 15 - Spring Holidays - schools closed for staff and students.
Sunday, March 23
Friday, April 18 Schools closed for students and 198-day instructional personnel.
Non-student day for 235-day instructional personnel.
Monday, April 21..... Non-student day for 198- and 235-day instructional personnel.
Monday, May 26 Memorial Day Holiday - schools closed for staff and students.
Thursday, May 29..... Last day for all students (with the exception of Adult students at the Postsecondary Centers). Students released two hours early.
Friday, May 30 Non-student day/last day for 198-day instructional personnel.
Monday, June 2, 2025, Four-day work week begins.

^(a) Hurricane make-up days

Monday, September 23
Monday, October 14
Monday, November 25
Tuesday, November 25
Monday, January 6



SCHOOL BOARD APPROVED LIST OF SPECIAL OBSERVANCE DAYS 2024-2025 School Year

Rosh Hashanah	Thursday & Friday, October 3-4, 2024 (Observance begins at sunset on Wednesday, October 2, 2024)
Yom Kippur	Saturday, October 12, 2024 (Observance begins at sunset on Friday, October 11, 2024)
Sukkot	Thursday & Friday, October 17 -18, 2024 (Observance begins at sunset on Wednesday, October 16, 2024)
Shemini Atzeret/Simchat Torah	Thursday & Friday, October 24 - 25, 2024 (Observance begins at sunset on Wednesday, October 23, 2024)
Eid-al-Fitr	Monday, March 31, 2025 (Observance begins at sunset on Sunday, March 30, 2025)
Passover (First 2 days)	Sunday & Monday, April 13 - 14, 2025 (Observance begins at sunset on Saturday, April 12, 2025)
Eastern Orthodox Holy Friday	Friday, April 18, 2025
Good Friday	Friday, April 18, 2025
Seventh & Eighth Day of Passover	Saturday & Sunday, April 19 - 20, 2025
Shavuot	Monday & Tuesday, June 2 - 3, 2025 (Observance begins at sunset on Sunday, June 1, 2025)
Eid-al-Adha	Saturday, June 7, 2025 (Observance begins at sunset on Friday, June 6, 2025)
Juneteenth	Thursday, June 19, 2025

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.



Teacher Information Portal

This portal is for teachers in the district to quickly access commonly used sites, documents and forms on their smartphones.

Scan the QR Code to access and download to your phone

