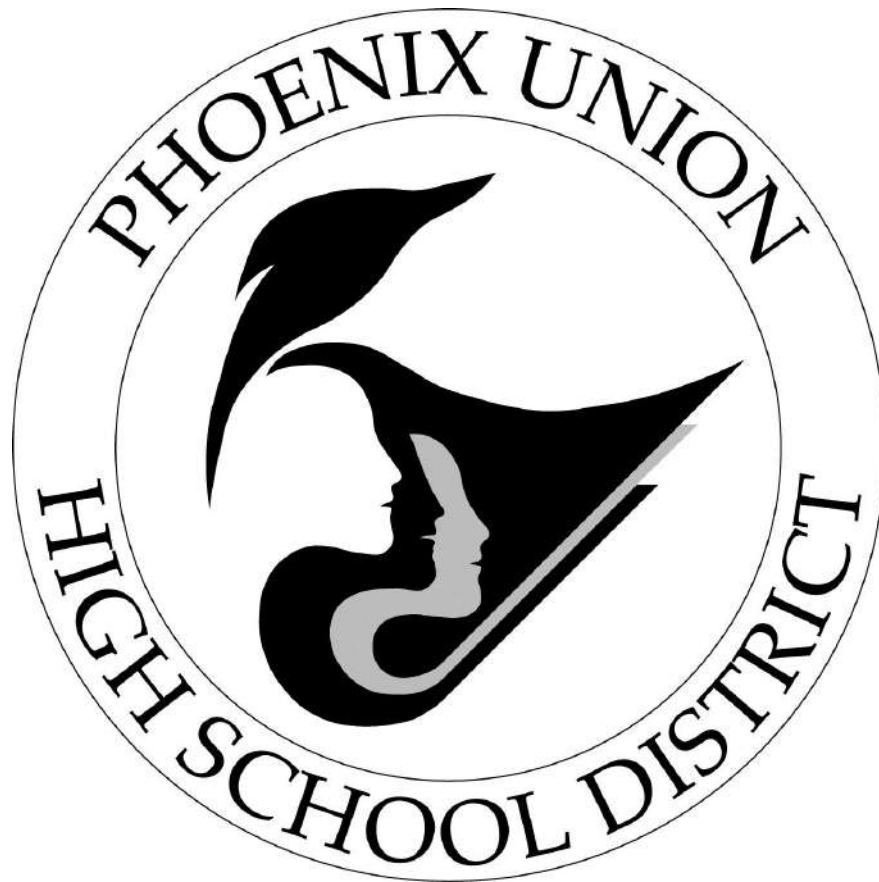


# GUEST TEACHER MANUAL



*Preparing Every  
Student for Success in  
College, Career and Life*

**2013 – 2014**

**Human Resources Division**

**Phoenix Union High School District No. 210**

PHOENIX UNION HIGH SCHOOL DISTRICT No. 210

# GUEST TEACHER MANUAL

2013-2014



*Preparing Every  
Student for Success in  
College, Career and Life*

## **HUMAN RESOURCES DIVISION**

4502 North Central Avenue  
Phoenix, Arizona, 85012  
(602) 764-1545

Revised July 2013

# TABLE OF CONTENTS

GOVERNING BOARD AND ADMINISTRATION .....	1
WELCOME .....	2
SECTION 1: OVERVIEW .....	3
SECTION 2: POLICIES AND PROCEDURES .....	7
SECTION 3: CAMPUSES .....	11
LIST OF CAMPUSES .....	12
ALHAMBRA HIGH SCHOOL.....	13
BETTY H. FAIRFAX HIGH SCHOOL .....	15
BOSTROM HIGH SCHOOL .....	17
BIOSCIENCE HIGH SCHOOL .....	19
CAMELBACK HIGH SCHOOL .....	21
CARL HAYDEN COMMUNITY HIGH SCHOOL.....	23
CENTRAL HIGH SCHOOL.....	25
CESAR CHAVEZ HIGH SCHOOL .....	27
DESIDERATA HIGH SCHOOL .....	29
FRANKLIN POLICE & FIRE HIGH SCHOOL .....	31
MARYVALE HIGH SCHOOL .....	33
METRO TECH HIGH SCHOOL .....	35
NORTH HIGH SCHOOL .....	37
SOUTH MOUNTAIN HIGH SCHOOL .....	39
SUNS-DIAMONDBACKS EDUCATIONAL ACADEMY.....	41
TREVOR G. BROWNE HIGH SCHOOL.....	43
SECTION 4: EVALUATION AND FEEDBACK .....	45
EVALUATION AND FEEDBACK: GENERAL.....	46
FEEDBACK TO CLASSROOM TEACHER .....	47
PROCEDURES FOR EVALUATION OF GUEST TEACHERS .....	49
GUEST TEACHER EVALUATION FORM .....	50
SELF EVALUATION FORM FOR GUEST TEACHERS.....	51
SECTION 5: SUGGESTIONS AND INSPIRATION.....	53
TIPS FOR GUEST TEACHERS .....	54
HELPFUL HINTS ABOUT CLASSROOM MANAGEMENT .....	55
SECTION 6: LESSON PLANS .....	57
STRUCTURING LESSONS .....	58
LESSON PLAN FORMATS .....	59
GENERIC LESSON PLANS: ALL CONTENT AREAS .....	62
GENERIC LESSON PLANS: ENGLISH .....	67
GENERIC LESSON PLANS: WORLD LANGUAGES .....	68
GENERIC LESSON PLANS: HEALTH.....	69
GENERIC LESSON PLANS: MATHEMATICS .....	70
GENERIC LESSON PLANS: PHYSICAL EDUCATION.....	71
GENERIC LESSON PLANS: SCIENCE .....	72
GENERIC LESSON PLANS: SOCIAL STUDIES .....	73
GENERIC LESSON PLANS: SPONGE ACTIVITIES.....	75
SECTION 7: SUBFINDER - WEBCONNECT .....	77
PUHSD SUBFINDER INTERNET USERS GUIDE .....	78
SECTION 8: EMERGENCY CONTACTS .....	93
SECTION 9: APPENDICIES .....	95
ASSIGNMENT LOG .....	96
CLASS COVERAGE LOG .....	97
DISTRICT CALENDAR.....	98
GUEST TEACHER PAY SCHEDULE .....	99
BOUNDARY MAP .....	100

## **GOVERNING BOARD AND ADMINISTRATION**

Phoenix Union High School District  
Center for Educational Services  
4502 North Central Avenue  
Phoenix, Arizona 85012  
602-764-1100

### **Governing Board**

Mr. Randy D. Schiller, President  
Ms. Laura Pastor, Clerk  
Ms. Linda Abril, Member  
Ms. Lela Alston, Member  
Mr. Ian Danley, Member  
Mr. Ricardo M. Gallego, Member  
Ms. Amy Kobeta, Member

### **Superintendent**

Dr. Kent P. Scribner

### **Assistant Superintendent for Human Resources**

Jose Arenas

### **Staff Attendance Specialist / Guest Teacher Coordinator**

Norma Dominguez  
602 764-1545

## WELCOME



Welcome to the exciting opportunity of becoming a guest teacher for the Phoenix Union High School District. The employees of the Phoenix Union High School District are pleased to have you join us. You have chosen a role that will be, at times, challenging but also highly rewarding. In addition, you are taking on the role of a guest teacher that is intentionally being shaped and redefined to support the PUHSD District's mission of, **“Preparing Every Student for Success in College, Career and Life.”**

The role of a guest teacher is evolving from merely being a coverage person to one that provides quality instruction on an ongoing basis. You are an integral part of supporting our focus of student learning and quality instruction. As a result, just simply "covering a class" no longer describes the full expectations of a guest teacher. The same high standards and accountability expected from permanent classroom teachers are also expected from you, the guest teacher. You will serve a critical role for our district.

Some important understandings should guide you as you take on assignments:

- Continuation of student learning along a continuum established by the permanent teacher and school leaders is your primary focus.
- Students will look to you to establish your authority and to exude self-confidence in your role as the instructional leader.
- Effective instruction and classroom management emanates primarily from a well-planned agenda and lesson plans.
- Each classroom and school has norms that must be quickly grasped to achieve effective instruction, classroom management and maximizing instructional time.
- Each school has primary contact support staff available to support you during your assignment.

The Division of Human Resources has created this manual into nine sections:

- To clarify processes associated with being a substitute.
- To provide specific information regarding the central office (CES)
- To provide specific information for individual campuses (16 Schools).
- To provide copies of official guest teacher evaluation forms and guidelines
- To describe lesson plans and instructional expectations for substitutes
- To introduce best practices that will enable you to succeed in our schools.
- To provide specific information on the automated computer system “Subfinder.”
- To provide emergency contact information
- To provide additional information about PUHSD pay schedules, calendar, and boundaries

Ultimately, our goal is to provide you with the support you will need so that you can support our schools to achieve the goal of improving learning for our students.

On behalf of the Phoenix Union High School District, the parents and most importantly, our students we commend you and thank you for your interest and commitment to using your expertise and skills as a guest teacher.

Best Wishes!

Jose Arenas  
Assistant Superintendent for  
Human Resources

Juvenal L. Lopez  
Director for  
Certified Personnel

Norma Dominguez  
Staff Attendance Specialist

## **SECTION 1: OVERVIEW**

## RATIONALE FOR GUEST TEACHER MANUAL

As the pressures continue to grow for improved academic performance of students, it becomes increasingly critical that the amount of instructional time provided by the school be utilized to the maximum level. This includes the effective utilization of everyday classroom time, the generally accepted urgency to increase “time on task.” It should also include those days when the regular classroom teacher is not present and students are placed in the custody of a Guest Teacher.

Given the number of sick-leave days allowed and taken by teachers, the number of “professional” days allowed (most of which are taken), and the number of days teachers are released for professional meetings, staff development, and other school-related activities, Guest Teachers, collectively, become a very important components, of the instructional team. If they do not perform effectively as teachers, valuable learning time is lost--time that is simply gone and can never be retrieved. Therefore, it makes good educational sense to replace one professional with another.

By in-servicing teachers we can help them realize their professional responsibility to their students and the Guest Teacher. When teachers embrace this responsibility, it is our belief that they will do a better job of preparing students and materials for Guest Teachers, and perhaps choose to be in their class more often.

By training Guest Teachers, the message that they are expected to be professional and to deliver instruction is made clear. In addition, by providing a comprehensive Guest Teacher program, the P.U.H.S.D. will be able to attract better Guest Teachers and ultimately better teacher applicants. The belief that the loss of such valuable instructional time is unacceptable and is not inevitable has led to the development of these materials. The Guest Teacher materials we have prepared *integrate managerial tasks* with instruction, thereby, **maximizing learning**. The activities provide opportunities for individual, small group, and whole class learning through **active participation**, and focus on CRITICAL THINKING through reading, writing, discussing, and listening. It is hoped that these materials will become useful tools for school district personnel and local school administrators and teachers in their efforts to claim some or most of this time for effective instruction by developing strategies for improving the performance of their Guest Teachers.

## GUEST TEACHER JOB DESCRIPTION

A job description serves as a guide by stating general responsibilities and major duties. The Guest Teacher, as a temporary employee, fills the shoes of the regular classroom teacher and thus must perform some or all the following when necessary:

- Provide appropriate classroom instruction for subject and grade level taught.
- Be responsible for timely, neat, accurate, and complete records and their submission.
- Be available for conferences and student make-up work.
- Complete a progress report from all students failing or in danger of failing the semester.
- Complete a progress report from all students who are achieving at an accelerated rate.
- Attend all scheduled faculty and department meetings as well as Open House.
- Carry out his/her responsibilities as assigned by the campus administration in preparation for and during evaluations and/or accreditation.
- Prepare distribute to each student in his/her classes at the beginning of each semester a planned course statement.
- Carry out other duties as stated in Board Policies and/or State Statutes.

A general statement of the regular teacher's responsibilities may be:

The teacher is responsible for creating an atmosphere of trust for students to raise questions dealing with critical issues of the time and for maintaining an atmosphere conducive to the free interplay of ideas. The teacher also has the responsibility to provide a fair and honest presentation of various points of view and to encourage critical evaluation of facts through the prescribed curriculum. The teacher is also responsible for implementing quality instructional delivery, which will help facilitate these things happening.



## GENERAL CONSIDERATIONS FOR GUEST TEACHERS

### *Responding to Assignment Requests*

- Report to the assigned campus 1/2 hour before her/his scheduled start times and sign in at the Principal's office.
- A Guest Teacher is not expected to accept assignments each time s/he is contacted by the District. The District expects Guest Teachers to accept a reasonable number of assignments during the school year.
- Notify the SubFinder System if they are unable to for a week or longer.
- A Guest Teacher may request to be assigned to only certain campuses and subject areas. You may still receive calls from the SubFinder System for other teaching assignments.
- The SubFinder system makes all assignments for Guest Teachers; therefore, do NOT make arrangements with regular classroom teachers yourself.
- Check out in the Principal's office at the end of the day.

### *Ethics*

- *Refrain from carrying gossip from one school to another.*
- *The regular classroom teacher should not be criticized in front of the students or co-workers.*
- *Discuss any complaint with the principal.*

### *Photo ID Badges & Dress Code*

- *Each Guest Teacher is required to wear the appropriate identification badge on each campus and to dress appropriately for her/his Guest Teaching assignments.*

### *Salary*

- *Daily rate of pay for a Guest Teacher is \$90.00.*
- *Guest teaching for three (3) class periods or three (3) blocks (block-scheduled schools) constitutes a full day.*
- *If fewer than three (3) class periods, or fewer than three (3) full blocks at block-scheduled schools, are covered, then the pay will be \$45.00.*
- *Once at a school, a Guest Teacher may be asked to cover classes in addition to the original assignment.*
- *A Guest Teacher on a long-term assignment who has an Open End Contract will be paid \$100.00 on the 21st day, and all subsequent days, of the same assignment. This rate will be applied retroactively to the preceding twenty (20) days of Guest teaching as well.*
- *Paychecks are mailed by the Payroll department every other Friday.*
- *Guest Teachers are approximately 2-3 weeks after the assignment. Refer to the Pay Schedule in this manual.*
- *If you have a question about your pay, please contact Guest Teacher Services at 602.764.1545. You will need to provide the job number, date and school worked.*
- *Pay discrepancy in pay with class coverage, please call the school where you worked and they will take care of this for you.*
- *Guest Teachers do not receive or accrue any benefits nor pay for any holidays observed by the Phoenix Union High School District.*

## **SECTION 2: POLICIES AND PROCEDURES**

## POLICIES AND PROCEDURES

Following is a brief overview of related Governing Board policies and regulations, Human Resources procedures and Arizona Revised Statutes.

### *Standards of Employee Conduct:*

All District employees are obligated to follow acceptable patterns of behavior and professional conduct that will result in accomplishing the primary objective of the District, which is to provide students the best possible educational program.

### *Major Areas of Conduct:*

Teachers may NOT give students permission to leave campus without prior approval of the Principal or his/her designee.

As professionals who set examples for their student, teachers are expected to conform to the commonly accepted standards of the community.

A period designated KKIS (Keep Kids in School) will be implemented on each campus to address the individual academic and personal needs of students, especially those deemed “at risk,” will have as their goal the improvement of student attendance and achievement and the reduction of the student failure and dropout rate.

### *Student Policies Goals:*

The board will establish an environment conducive to the best learning achievement for each student through meeting the follow goals:

- Provide an instructional environment that will foster each student’s opportunity for success.
- Protect and observe the legal rights of students.
- Enhance the self-image of each student through helping him feel respected and worthy, and through a learning environment that provides positive encouragement.
- Provide an environment of reality in which students can learn personal and civil responsibility for their actions through meaningful experiences as school citizens.
- Deal with students in matters of discipline in a just and constructive manner.
- Provide, in every way feasible, for the safety, health, and welfare of students.
- Promote regular attendance and good work in the classroom.

### *Staff-Students Relations:*

Inappropriate relationships and/or conduct between staff members and students are prohibited.

Student-staff relationships shall support the dignity of the entire educational profession and process.

The Board expects that personnel employed by the District shall relate to students in a professional and ethical manner consistent with acceptable professional conduct.

When exercising general supervision over the conduct of students, staff members shall treat students with dignity and respect.

*Public Conduct on School Property:*

- All persons on using school property shall NOT engage in:
- Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative, or disciplinary functions or any activity sponsored or approved by the Board.
- Physical abuse or threat of harm to any person on property owned or controlled by the district or at supervised functions sponsored by the District.
- Damage or threat to damaged the property of the District.
- Forceful or unauthorized entry is not allowed on the property of the District.
- Unlawful or job-impairing use, distribution or possession of illegal drugs, alcohol, or other mind-altering substances on District property or at school- sponsored functions.
- Conduct or speech that violates commonly accepted standards of the District and, under the circumstances, has no redeeming social value.
- Failure to comply with the lawful directions of the District officials or security officers or other law enforcement officers acting in performance of their duties, and failure to identify oneself to such officials or officers when lawfully requested to do so.
- Conduct in violation of District rules and regulations.
- Conduct constituting an infraction of any federal, state, or city law or duly adopted regulation of the Board.

*Sexual Harassment:*

Guest Teachers are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when made by a member of the school staff to a staff member, or when made by a student to another student or staff member where:

- Submission to such conduct is either explicitly or implicitly made a term or condition of an individual's employment or education: or
- Submission to or rejection of such conduct is used as a basis for employment or education decisions affecting such individual: or
- Such conduct has the purpose or effect of substantially interfering with an individual's educational or work performance, or creating an intimidating, hostile, or offensive employment or education environment.

Sexual harassment could include:

- Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, etc. that is unwelcome.
- Express sexual interest after being informed the interest is unwelcome.
- Implying or withholding support.
- Coercive sexual behavior used to control, influence, or affect . . . in exchange for sexual favors.

All matters involving sexual harassment complaints will remain confidential unless disclosure is required by law or is determined to be necessary by the Superintendent or his designee.

*Child Abuse:*

Any school official or employee who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect or who has observed a child being subjected to circumstances or conditions that would reasonably result in abuse or neglect will immediately report or cause a report to be made to Child Protective Services as required by law. . . . The reporting person remains anonymous and is immune from liability that might otherwise be incurred.

If the school authority (teacher, counselor, school nurse, principal, social worker) has firsthand knowledge of the facts of abuse or neglect, he shall immediately report or cause reports to be made of such information to Child Protective Services of the State Department of Economic Security. Such a report shall be made forthwith by telephone or in person and shall be followed by written report.

*Contract:*

When a Guest Teacher is needed in the same classroom situation for more than 20 consecutive days, the Guest Teacher will be placed on an open-end contract if the work of that Guest Teacher has been rated satisfactory and if the Guest Teacher possesses proper certification.

Guest Teachers must be available for the entire professional working day.

*Inadequate Service:*

If there are any infractions or reports of misconduct or inadequate service, the Guest Teacher will be notified by written evaluation. A principal may state s/he does not want that Guest Teacher on his/her campus, which will result in the Guest Teacher being sent to other schools in the District. If a Guest Teacher receives a negative evaluation, the Principal will meet with the Guest Teacher and forward the evaluation to Guest Teacher Services. The Guest Teacher will be contacted by the Human Resources to schedule a conference to review the evaluation(s). If the severity of the infractions is deemed significant enough, the Guest Teacher will be removed from the District Guest Teacher list.

## **SECTION 3: CAMPUSES**

## LIST OF CAMPUSES

Unit #	School	Principal	Primary Contact	Telephone
210	Alhambra	Claudio Coria	Lori Nassif	602.764.6002
290	Betty Fairfax	Dr. Zack Muñoz	Edith Corona	602-764-9000
284	BioScience	Dr. Quintin Boyce	Evelyn Gonzales	602.764.1526
214	Bostrom	Alvin Watson	Dawn Arnold	602.764.1700
225	Camelback	Dr. Chad Gestson	Kellie Burris	602.764.7001
245	Carl Hayden	Ricardo Cordova	Viviana Lopez	602.764.3035
230	Central	Chris Jones	Nellie Arenas	602.764.7502
270	Cesar Chavez	Scott Gayman	Vanessa Sevilla	602.764.4010
238	Desiderata	Manuel Calderon	Christina Vanegas	602.764.0800
281	Franklin	Lorenzo Cabrera	Elizabeth Lujan	602.764.0217
250	Maryvale	Phillip Verdugo	Linda Coyle	602.764.2009
212	Metro Tech	Kate McDonald	Diane Venetos	602.764.8008
255	North	Juan Nuñez, Interim	Pat Garcia	602.764.6511
260	South Mountain	LaCresha Williams	Twila Craig	602.764.5001
280	Suns Diamondbacks Educational Academy	Dr. Mary Lisa Scinto	Maritza Velez	602.764.0050
220	Trevor G. Browne	Dr. Gabriel Trujillo	Kris Eaton	602.764.8516

**ALHAMBRA HIGH SCHOOL**  
**3839 West Camelback Road**  
**Phoenix, AZ 85019**

<b>Key Staff</b>		
<b>Assistant to the Principal Primary Guest Teacher Contact</b>	<b>Lori Nassif Located in Principal's office</b>	<b>602.764.6002</b>
Principal	Claudio Coria	602.764.6002
Assistant Principal, Registration	Sheri Kaplan	602.764.6028
Assistant Principal, Instruction	Denise Brumels	602.764.6014
Assistant Principal, Opportunities	Jaime Rodriguez	602.764.6016
Dean of Students	Angela Tibbs	602.764.6044
Registrar	LaDonna Inderrieden	602-764-6013
Lead Security	Joe Sells	602-764-6058

<b>Information and Procedures</b>	
Assigning Grades and Student Reports:	Guest Teachers do not issue grades unless they are on long-term Open End contract, then they follow the same procedures as a regular classroom teacher. See information in the teacher handbook.
Emergency contact:	Security 602-764-6061
Expectations	Guest Teachers are expected in emergencies, to fill in for uncovered classes.
Keys	No keys are issued to Guest Teachers.
Location of Lesson Plans:	Lesson plans are different for each teacher and can be found in each teacher's classroom.
Lunch	Guest Teachers can eat lunch in the faculty cafeteria or in the department faculty lounge.
Non teaching Duties:	If the class the Guest Teacher is covering is scheduled for an assembly, then the Guest Teacher will accompany the class to the auditorium.
Parent Contacts:	Only under exceptional circumstances should Guest Teachers contact parents.
Parking	Park in the east parking lot.
Reporting In and Checking Out:	Please arrive by 7:30 am. Sign in at the Principal's office and you receive a Guest Teacher folder & instructions. At the end of the day return the Guest Teacher folder to the Principal's office



**ALHAMBRA HIGH SCHOOL**  
**2013-2014**  
**Bell Schedules**



REGULAR DAY SCHEDULE MON \ TUES \ THURS \ FRI	
Prep	7:30 - 8:00
Period 1	8:00 - 8:55
Period 2	9:00 - 9:55
Period 3	10:00 - 11:05
Period 4	11:10 - 12:05
LUNCH Period 4	11:10 - 11:50
Period 5	11:55 - 12:50
LUNCH Period 5	12:10 - 12:50
Period 6	12:55 - 1:50
Period 7	1:55 - 2:50
Period 8	2:55 - 3:50

WEDNESDAY LATE START 45 min CLASSES	
Prep	7:30 - 7:50
PLC	7:50 - 8:50
Period 1	9:00 - 9:45
Period 2	9:50 - 10:35
Period 3	10:40 - 11:25
Period 4	11:30 - 12:15
LUNCH Period 4	11:30 - 12:10
Period 5	12:15 - 1:00
LUNCH Period 5	12:20 - 1:00
Period 6	1:05 - 1:50
Period 7	1:55 - 2:40
Period 8	2:45 - 3:30

DISTRICT LATE START 30 min CLASSES	
PLC	7:30 - 9:30
Prep	9:30 - 10:00
Period 1	10:00 - 10:30
Period 2	10:35 - 11:05
LUNCH Period 4	11:10 - 11:50
LUNCH Period 5	11:55 - 12:35
Period 3	12:40 - 1:10
Period 6	1:15 - 1:45
Period 7	1:50 - 2:20
Period 8	2:25 - 2:55

ESO M, Tu, W, Th	
BLOCK 1	12:55pm - 3:50pm
Break	3:50pm - 4:00pm
BLOCK 2	4:00pm - 6:55pm

BETTY H. FAIRFAX HIGH SCHOOL  
**8225 S. 59th Ave**  
**Laveen, AZ 85339**

<b>Key Staff</b>		
<b>Assistant to the Principal Primary Guest Teacher Contact</b>	<b>Edith Corona Located in Principal's office</b>	<b>602.764.9020</b>
Principal	Dr. Zack Muñoz	602.764.9020
Assistant Principal, Registration	Phillip Wooley	602.764.9008
Assistant Principal, Instruction	Lwazi Megwa	602.764.9045
Assistant Principal, Opportunities	Reynaldo Peru	602.764.9070
Dean of Students	Gilbert Jones	602.764.9066
Registrar	Sylvia Pacheco	602.764.9006
Lead Security	Travis Simpson	602.764.9062

<b>Information and Procedures</b>	
Assigning Grades and Student Reports:	Guest Teachers do not issue grades unless they are on long-term Open End contract, then they follow the same procedures as a regular classroom teacher. See information in the teacher handbook.
Emergency contact:	Security 602.764.9062
Expectations	Guest Teachers are expected in emergencies, to fill in for uncovered classes.
Keys	No keys are issued to Guest Teachers.
Location of Lesson Plans:	Lesson plans are different for each teacher and can be found in each teacher's classroom.
Lunch	Guest Teachers can eat lunch in the faculty cafeteria or in the department faculty lounge.
Non teaching Duties:	If the class the Guest Teacher is covering is scheduled for an assembly, then the Guest Teacher will accompany the class to the auditorium.
Parent Contacts:	Only under exceptional circumstances should Guest Teachers contact parents.
Parking	Park in the east or west parking lot.
Reporting In and Checking Out:	Arrive at least 30 minutes before your first scheduled class. Sign in at the Principal's office and you receive a Guest Teacher folder & instructions. At the end of the day return the Guest Teacher folder to the Principal's office

**BETTY FAIRFAX HIGH SCHOOL**  
**2013-2014**  
**Bell Schedules**

Monday		Tuesday		Wednesday		Thursday		Friday		
Advisory 7:40– 8:00		Advisory 7:40– 8:00		PLC 7:30– 8:40		Advisory 7:40– 8:00		Advisory 7:40– 8:00		Advisory
Period 1 8:05am– 9:01am		Period 5 8:05am– 9:01am		Period 4 8:45am– 9:41am		Period 3 8:05am– 9:01am		Period 2 8:05am– 9:01am		Hour 1
Period 2 9:06am– 10:02am		Period 1 9:06am– 10:02am		Period 5 9:46am– 10:42am		Period 4 9:06am– 10:02am		Period 3 9:06am– 10:02am		Hour 2
Period 3 10:07am– 11:03am		Period 2 10:07am– 11:03am		Period 1 10:47am– 11:43am		Period 5 10:07am– 11:03am		Period 4 10:07am– 11:03am		Hour 3
Period 4 11:08am - 12:04pm	Lunch 1	Period 3 11:08am - 12:04pm	Lunch 1	Period 2 11:48am - 12:44pm	Lunch 1	Period 1 11:08am - 12:04pm	Lunch 1	Period 5 11:08am- 12:04pm	Lunch 1	Hour 4
	Period 4 11:48am- 12:44pm		Period 3 11:48am - 12:44pm		Period 2 12:28pm- 1:24pm		Period 1 11:48am- 12:44pm		Period 5 11:48am - 12:44pm	
Lunch 2		Lunch 2		Lunch 2		Lunch 2		Lunch 2		Hour 5
Period 6 12:49pm– 1:39pm		Period 6 12:49pm– 1:39pm		Period 6 1:29pm– 2:19pm		Period 6 12:49pm– 1:39pm		Period 6 12:49pm– 1:39pm		Hour 6
KKIS 1:44pm– 2:19pm		KKIS 1:44pm– 2:19pm				KKIS 1:44pm– 2:19pm		KKIS 1:44pm– 2:19pm		
Period 7 2:24pm– 3:14pm		Period 7 2:24pm– 3:14pm		Period 7 2:24pm– 3:14pm		Period 7 2:24pm– 3:14pm		Period 7 2:24pm– 3:14pm		

**BOSTROM HIGH SCHOOL**  
**3535 North 27<sup>th</sup> Avenue**  
**Phoenix, AZ 85017**

<b>Key Staff</b>		
<b>Administrative Specialist Primary Guest Teacher Contact</b>	Dawn Arnold Located in Principal's office	<b>602.764.1700</b>
Principal	Alvin Watson	602.764.1700
Dean of Students	Dan Aguilar	602.764.1702
Lead Security	Elizabeth Soto	602.764.1707

<b>Information and Procedures</b>	
Assigning Grades and Student Reports:	Guest Teachers do not issue grades unless they are on long-term Open End contract, then they follow the same procedures as a regular classroom teacher. See information in the teacher policy handbook.
Emergency contact:	Principal's Office, 602.764.1700 or 602.764.1711
Expectations	Guest Teachers are expected in emergencies, to fill in for uncovered classes.  Guest Teachers covering for the Student Study Facilitator position are expected to cover from 8:00 am to 4:30 pm.
Keys	No keys are issued to Guest Teachers. Security will open doors.
Location of Lesson Plans:	In the desk drawer or on top of the teacher's desk.
Lunch	Lunches are sold in the cafeteria.
Non teaching Duties:	None.
Parent Contacts:	None.
Parking	Staff parking lot.
Reporting In and Checking Out:	Arrive at least 30 minutes before your first scheduled class. Sign in at the Principal's office. When you have finished for the day, please sign out at the Principal's Office. All Guest Teachers are expected to have their District issued ID card on during their assignment at Bostrom.

**BOSTROM HIGH SCHOOL  
Bell Schedules  
2013-2014**

Monday – Thursday

8:10 – 8:15 passing	5 min
8:15 – 10:35 Block 1	140 min
10:35- 10:55 ACE for Block 1	20 min
10:55 – 11:35 Lunch	40 min
11:35 – 11:40 passing	5 min
11:40 – 2:00 Block 2	140 min
2:00 – 2:20 ACE for Block 2	20 min
2:30 – 3:30 Prep	60 min
2:10 – 5:00 Block 3	170 min

Block 3 is Monday – Thursday ONLY

Friday

8:10 – 8:15 passing	5 min
8:15 – 10:15 Block 1	120 min
10:15 – 10:20 Passing	5 min
10:20 – 11:00 Advisory	40 min
11:00 – 11:55 Lunch	55 min
11:55 – 12:00 passing	5 min
12:00 – 2:00 Block 2	120 min
2:00 – 3:30 Prep	90 min

Half Day/End of Term

8:10 – 8:15 passing	5 min
8:15 – 9:30 Block 1	75 min
9:30 – 9:40 Passing	10 min
9:40 – 10:55 Block 2	75 min
10:55 – 11:05 passing	10 min
11:05 –12:20 Block 3	75 min
11:30 – 12:30 Staff Lunch	60 min
12:30 – 3:30 Grade & Prep time	180 Minutes

Term Half Dates: 9/14, 11/2, 12/20, 2/15, 4/5, 5/22

District PLC Late Start

7:30 – 10:05 PLC's	155 min
10:05 – 10:10 Passing	5 min
10:10 – 11:40 Block 1	90 min
11:40 - 11:45 Passing	5 min
11:45 – 12:25 Lunch	40 min
12:25 – 12:30 Passing	5 min
12:30 – 2:00 Block 2	90 min
2:00 – 2:10 Passing	10 min
2:10 – 3:40 Block 3	90 min
2:00 – 3:30 Prep Time	90 min

**BIOSCIENCE HIGH SCHOOL**  
**512 East Pierce Street**  
**Phoenix, AZ 85004**

<b>Key Staff</b>		
<b>Senior Office Assistant Primary Guest Teacher Contact</b>	<b>Evelyn Gonzales</b> Located in Principal's office	<b>602.764.5604</b>
<b>Principal</b>	<b>Dr. Quintin Boyce</b>	<b>602.764.5604</b>

<b>Information and Procedures</b>	
<b>Assigning Grades and Student Reports:</b>	Guest Teachers do not issue grades unless they are on long-term Open End contract, then they follow the same procedures as a regular classroom teacher. See information in the teacher policy handbook.
<b>Emergency contact:</b>	Principal's Office, 45604 Front Desk, 45600
<b>Expectations</b>	Guest Teachers are expected in emergencies, to fill in for uncovered classes.
<b>Keys</b>	No keys are issued to Guest Teachers. Security will open doors.
<b>Location of Lesson Plans:</b>	In the desk drawer or on top of the teacher's desk.
<b>Lunch</b>	Lunches are sold in the cafeteria.
<b>Non teaching Duties:</b>	None.
<b>Parent Contacts:</b>	None.
<b>Parking</b>	Parking Garage. Contact office and a Security or Maintenance Staff member will go to the garage to open the lift gate for Guest Teachers.
<b>Reporting In and Checking Out:</b>	Arrive at least 30 minutes before your first scheduled class. Sign in at the Principal's office. When you have finished for the day, please return all points to the Principal's Office

**BIOSCIENCE HIGH SCHOOL**  
**Bell Schedules**  
**2013-2014**

<b>Bioscience High School: Monday (Advisories); Wednesday (Teacher PLC)</b>		
Period	Start Time	End Time
Advisory/PLC	8:00/7:30am	8:55am
One	9:00am	9:45am
Two	9:50am	10:35am
Three	10:40am	11:25am
LUNCH (Four)	11:25am	12:05pm
Five	12:10pm	12:55pm
Six	1:00pm	1:45pm
Seven	1:50pm	2:35pm

<b>Bioscience High School: Tuesday, Thursday, Friday</b>		
Period	Start Time	End Time
One	8:00am	8:55am
Two	9:00am	9:55am
Three	10:00am	10:55am
LUNCH (Four)	10:55am	11:35am
Five	11:40am	12:35pm
Six	12:40pm	1:35pm
Seven	1:40pm	2:35pm

<b>Bioscience High School: District Late Start Wednesdays (30 min. classes)</b>		
Period	Start Time	End Time
PLC	7:30am	10:00am
One	10:10am	10:45am
Two	10:50am	11:25am
Three	11:30am	12:05pm
LUNCH (Four)	12:05pm	12:45pm
Five	12:50pm	1:25pm
Six	1:30pm	2:05pm
Seven	2:05pm	2:45pm

**CAMELBACK HIGH SCHOOL**  
**4612 North 28<sup>th</sup> Street**  
**Phoenix, AZ 85016**

<b>Key Staff</b>		
<b>Assistant to the Principal Primary Guest Teacher Contact</b>	<b>Kellie Burris Located in Principal's office</b>	<b>602.764.7001</b>
Principal	Dr. Chad Gestson	602.764.7001
Assistant Principal, Registration	Melissa Jackson	602.764.7013
Assistant Principal, Instruction	Matthew Georgia	602.764.7005
Assistant Principal, Opportunities	Keith Brazier	602.764.7007
Dean of Students	Steve Kuipers	602.764.7010
Registrar	Kim Sweet	602.764.7014
Lead Security	Jaime Moreno	602.764.7120

<b>Information and Procedures</b>	
Assigning Grades and Student Reports:	Guest Teachers do not issue grades unless they are on long-term Open End contract, then they follow the same procedures as a regular classroom teacher. See information in the teacher policy handbook.
Emergency contact:	Principal's secretary, 602.764.7001 or Security 602.764.7110
Expectations	Guest Teachers are expected in emergencies, to fill in for uncovered classes.
Keys	No keys are assigned to subs. The door will be unlocked by security.
Location of Lesson Plans:	In the Guest Teacher folder.
Lunch	Guest Teachers may eat lunch in the staff cafeteria, staff lounge area, or at neighboring restaurants.
Non teaching Duties:	If the class the Guest Teacher is covering is scheduled for an assembly, then the Guest Teacher will accompany the class to the auditorium.
Parent Contacts:	Only under exceptional circumstances should Guest Teachers contact parents.
Parking	Park in the north faculty parking lot only.
Reporting In and Checking Out:	Arrive at least 30 minutes before your first scheduled class and sign in at the Principal's office. Check out with the Principal's secretary when you are finished for the day.



**CAMELBACK HIGH SCHOOL**  
**Bell Schedules**  
**2013-2014**

<b>Monday, Tuesday, Thursday, Friday</b>	<b>Early Release Wednesday</b>
Period 0 - 7:00 - 7:50	Period 0 – 7:10 - 7:50
Period 1 – 8:00 – 8:50	Period 1 – 8:00 - 8:40
Period 2 - 8:55 - 9:45	Period 2 – 8:45 - 9:25
Period 3 and Virtual - 9:50 - 10:40	Period 3 and Virtual – 9:30 - 10:10
Advisory 4 <sup>th</sup> Pd -10:45 - 11:30	Advisory 4 <sup>th</sup> Pd 4 10:15 - 11:00
Period 5 - 11:35 - 12:25	1 <sup>st</sup> Lunch/Pd 5 11:05-11:45
Period 6 and Virtual- 12:20 – 1:10	2 <sup>nd</sup> Lunch/Pd 6 and Virtual 11:50-12:30
Period 7 - 1:15 - 2:05	Period 7 – 12:35 – 1:15
Period 8 - 2:10 - 3:00	Period 8 – 1:20 - 2:00
1 <sup>st</sup> Lunch/Pd 5 11:35-12-15	
2 <sup>nd</sup> Lunch/Pd 6 12:30-1:10	
<b>Virtual Blocks</b>	<b>Virtual Blocks</b>
Period 7/8 BLK- 1:15-3:00	Period 7/8 BLK- 12:35-2:00
Period 9/10 BLK-3:05-4:45	Period 9/10 BLK-2:05-3:25

<b>Late Start Wednesday Schedule</b>	<b>Scheduled Late Start Wednesday</b>
Period 0 - 9:25 - 9:55	August 21, 2013
Period 1 - 10:00 - 10:30	September 18, 2013
Period 2 - 10:35 - 11:05	October 30, 2013
Period 3 and Virtual - 11:10 - 11:40	November 20, 2013
Advisory/4 <sup>th</sup> Pd - 11:45 - 12:20	January 22, 2014
1 <sup>st</sup> Lunch Pd 5 12:25-1:05	February 19, 2014
2 <sup>nd</sup> Lunch Pd 6 and Virtual 1:10-1:50	March 26, 2014
Period 7 – 1:55 - 2:25	
Period 8 - 2:30 - 3:00	
<b>Virtual BLKs</b>	
Period 7/8 BLK- 1:55-3:00	
Period 9/10 BLK-3:05-4:05	
Early Release Wednesdays Meetings 2:15 – 2:45 Department (DM), Advisory (ASM), Faculty (FM) Teacher Collaboration Time (TCT)/ (PLC) – 2:50 - 3:30 Academic Rounds (AR) 1 Per Quarter	Late Start Wednesdays Meetings 7:30 – 9:45 Teacher Collaboration Time ( TCT / PLC's)

**CARL HAYDEN COMMUNITY HIGH SCHOOL**  
**3333 West Roosevelt Street**  
**Phoenix, AZ 85009**

<b>Key Staff</b>		
<b>Assistant to the Principal Primary Guest Teacher Contact</b>	<b>Viviana Lopez Located in Principal's office</b>	<b>602.764.3035</b>
Principal	Ricardo Cordova	602.764.3035
Assistant Principal, Registration	Dr. Michelle Delgado	602.764.3002
Assistant Principal, Instruction	Eric Kemp	602.764.3032
Assistant Principal, Opportunities	Victor Mena	602.764.3030
Dean of Students	Dr. Marisol Miller, Interim	602.764.3010
Registrar	Deitra Webb	602.764.3004
Lead Security	Martin Gracia	602.764.3078

<b>Information and Procedures</b>	
Assigning Grades and Student Reports:	Guest Teachers do not issue grades unless they are on long-term Open End contract, then they follow the same procedures as a regular classroom teacher. See information in the teacher policy handbook.
Emergency contact:	Dial security on the classroom emergency phone, #602.764.3078 / 43081
Expectations	Guest Teachers are expected in emergencies, to fill in for uncovered classes.
Keys	No keys are issued to Guest Teachers. Doors will be opened by security.
Location of Lesson Plans:	Lesson plans are located in the principal's office.
Lunch	Guest Teachers may eat in the staff cafeteria.
Non teaching Duties:	If the class the Guest Teacher is covering is scheduled for an assembly, then the Guest Teacher will accompany the class to the auditorium.
Parent Contacts:	None.
Parking	North parking lot for visitors.
Reporting In and Checking Out:	Arrive at least 30 minutes before your first scheduled class. Sign the Guest Teacher sheet and pick up lesson plans, attendance sheets, etc., in the Principal's office. Stop to see the principal's secretary for a release



**CARL HAYDEN HIGH SCHOOL**  
**Bell Schedules**  
**2013-2014**

**Regular Bell Schedule**

50 Minute Classes

Period 0	7:00-7:50	50 Min
Period 1	8:00-8:50	50 Min
Period 2	8:55-9:45	50 Min
Period 3	9:50-10:40	50 Min
Period 4*PLA	10:45-11:30	45 Min
Period 5	11:35-12:25	50 Min
Lunch-Pd. 5	11:30-12:15	45 Min
Lunch Pd. 6	12:25-1:10	45 Min
Period 6	12:20-1:10	50 Min
Period 7	1:15-2:05	50 Min
Period 8	2:10-3:00	50 Min
Period 9	3:05-4:05	60 Min

**ESO Bell Schedule M T Th**

Content Lab	10:45-11:30	45 min
Planning	1:05-2:05	60 Min
Period 11	2:10-4:15	125 min
Break	4:15-4:25	10 min
Period 12	4:30-7:25	175 min

**Shortened Day Bell Schedule**

40 Minutes Classes

Period 0	7:10-7:50	40 Min
Period 1	8:00-8:40	40 Min
Period 2	8:45-9:25	40 Min
Period 3	9:30-10:10	40 Min
Period 4*PLA	10:15-10:55	40 Min
Period 5	11:00-11:40	40 Min
Lunch-Pd. 5	10:55-11:40	45 Min
Lunch-Pd. 6	11:40-12:25	45 Min
Period 6	11:45-12:25	40 Min
Period 7	12:30-1:10	40 Min
Period 8	1:15-1:55	40 Min

**PLC/Meetings 2:10-3:30**

**ESO Bell Schedule W**

Content Lab	10:15-10:55	40 Min
Planning	11:45-12:25	40 Min
Period 11	1:15-3:20	125 min
Break	3:20-3:30	10 min
Period 12	3:30-6:25	175 min

**Late Start Day Bell Schedule**

30 Minute Classes

**PLC Meetings 7:30-9:30**

Period 0	9:20-9:50	30 Min
Period 1	10:00-10:30	30 Min
Period 2	10:35-11:05	30 Min
Period 3	11:10-11:40	30 Min
Period 4*PLA	11:45-12:15	30 Min
Period 5	12:20-1:00	40 Min
Lunch-Pd. 5	12:20-1:00	40 Min
Lunch Pd. 6	1:05-1:45	40 Min
Period 6	1:05-1:45	40 Min
Period 7	1:50-2:20	30 Min
Period 8	2:25-2:55	30 Min
Period 9	3:00-3:30	30 Min

**ESO Bell Schedule**

Content Lab	11:45-12:15	30 Min
Planning	1:50-2:20	30 Min
Period 11	2:25-3:35	70 min
Break	3:35-4:35	10 min
Period 12	4:35-6:40	125 min

**PLC Days**

8/7, 8/28, 9/11, 9/25, 10/2, 11/13, 12/11, 1/8, 1/29, 2/12, 2/26, 3/12, 4/16, 4/23, 4/30, 5/14

**CENTRAL HIGH SCHOOL**  
**4525 North Central Avenue**  
**Phoenix, AZ 85012**

<b>Key Staff</b>		
<b>Assistant to the Principal Primary Guest Teacher Contact</b>	<b>Nelly Arenas Located in Principal's office</b>	<b>602.764.7502</b>
Principal	Chris Jones	602.764.7502
Assistant Principal, Registration	Dr. Schavon Waggoner	602.764.7526
Assistant Principal, Instruction	Dorothy Smith	602.764.7611
Assistant Principal, Opportunities	Elizabeth Toledo-Rodriguez	602.764.7514
Dean of Students	Michael Gard, Interim	602.764.7508
Registrar	Patricia Harris	602.764.7518
Lead Security	Alex Mendivil	602.768.8693

<b>Information and Procedures</b>	
Assigning Grades and Student Reports:	Guest Teachers do not issue grades unless they are on long-term Open End contract, then they follow the same procedures as a regular classroom teacher. See information in the teacher policy handbook.
Emergency contact:	The Principal's office 602.764.7502 or press the emergency code button on the telephone in the classroom. The Principal's office will notify, Security by radio.
Expectations	If the class the Guest Teacher is covering is scheduled for an assembly, then the Guest Teacher will accompany the class to the auditorium.
Keys	No room keys are issued to Guest Teachers (only restroom keys).
Location of Lesson Plans:	Lesson plans are in teacher's classroom.
Lunch	Guest Teachers can eat lunch in the staff dining room.
Non teaching Duties:	Guest Teachers are expected in emergencies, to fill in for uncovered classes.
Parent Contacts:	None.
Parking	Park in the north parking lot. Parking lot is locked from 9:15 am to 2:00pm.
Reporting In and Checking Out:	Arrive at least 30 minutes before your first scheduled class. Report to the Principal's office and you will receive instructions for the day.



**CENTRAL HIGH SCHOOL  
Bell Schedules  
2013-2014**



**MONDAY-TUESDAY  
THURSDAY-FRIDAY**

**WEDNESDAY**

**LATE START DAYS  
STAFF DEVELOPMENT  
No Advisory**

Period 0	7:00 – 7:50
KKIS	7:30 – 8:00
Period 1	8:00 – 8:50
Period 2	8:55 – 9:45
Period 3 Advisory	9:50 - 10:35
Period 4	10:40 - 11:30
Period 5	11:35 - 12:25
Lunch – Pd. 5	11:30 – 12:10
Lunch—Pd. 6	12:25 – 1:05
Period 6	12:15 – 1:05
Period 7	1:10 – 2:00
Period 8	2:05 – 2:55
Period 9	3:00 – 4:03
<b>ESO – M-Th (*Half Credit)</b>	
Period 9	3:00 – 4:03
<b>Period 11*</b>	<b>12:15 – 3:10</b>
<b>Period 12*</b>	<b>3:15 – 6:10</b>

Period 0	7:00 – 7:40
KKIS	7:30 – 8:00
Period 1	8:00 – 8:40
Period 2	8:45 – 9:25
Period 3 Advisory	9:30 10:10
Period 4	10:15– 10:55
Period 5	11:00 – 1:40
Lunch – Pd. 5	10:55 – 11:35
Lunch—Pd. 6	11:40 – 12:20
Period 6	11:40 – 2:20
Period 7	12:25 – 1:05
Period 8	1:10 – 1:50
Period 9**	1:55 – 2:48
<b>PLC</b>	<b>2:10 – 3:30</b>
<b>ESO – M-Th (*Half Credit)</b>	
Period 9	1:55 – 2:48
<b>Period 11*</b>	<b>11:40 – 2:10</b>
<b>Period 12*</b>	<b>2:15 – 4:45</b>

Staff Development	7:30 – 9:30
Period 0	10:00 – 10:30
Period 1	10:35 – 11:05
Period 2	11:10 – 11:40
Period 4	11:45 - 12:15
Period 5	12:20 – 1:00
Lunch – Pd. 5	12:00 – 1:00
Lunch—Pd. 6	1:05 – 1:45
Period 6	1:05 – 1:45
Period 7	1:50 – 2:20
Period 8	2:25 – 2:55
Period 9**	3:00 – 3:30
<b>ESO – M-Th (*Half Credit)</b>	
Period 9	3:00 – 3:30
<b>Period 11*</b>	<b>1:05 – 2:55</b>
<b>Period 12*</b>	<b>3:00 – 4:45</b>

**CESAR CHAVEZ HIGH SCHOOL**  
**3921 West Baseline Road**  
**Phoenix, AZ 85339**

<b>Key Staff</b>		
<b>Assistant to the Principal Primary Guest Teacher Contact</b>	<b>Vanessa Sevilla Located in Principal's office</b>	<b>602.764.4010</b>
Principal	Scott Gayman	602.764.4010
Assistant Principal, Registration	Jerri Martin-Becker	602.764.4012
Assistant Principal, Instruction	Cheri Fitzpatrick	602.764.4011
Assistant Principal, Opportunities	Stacie Porras	602.764.4045
Dean of Students	Deana Gillespey	602.764.4472
Registrar	Christine Cleveland	602.764.4005
Lead Security	Kevin Scroggins	602.764.4040

<b>Information and Procedures</b>	
Assigning Grades and Student Reports:	Guest Teachers do not issue grades unless they are on long-term Open End contract, then they follow the same procedures as a regular classroom teacher. See information in the teacher policy handbook.
Emergency contact:	Principal's office, 602.764.4010
Expectations	Guest Teachers are expected in emergencies, to fill in for uncovered classes.
Keys	Security will open classroom doors.
Location of Lesson Plans:	Lesson plans are in teacher's classroom.
Lunch	Guest Teachers are welcome to use the staff dining room.
Non teaching Duties:	If the class the Guest Teacher is covering is scheduled for an assembly, then the Guest Teacher will accompany the class to the auditorium.
Parent Contacts:	None.
Parking	Visitors' lot, Baseline Road entrance.
Reporting In and Checking Out:	Arrive at least 30 minutes before your first scheduled class. Sign in at the Principal's office and receive your instruction for the day. When you are finished for the day, please check out with the Principal's office.

**CESAR CHAVEZ HIGH SCHOOL**  
**Bell Schedules**  
**2013 -2014**

<b>M, Tu, Th, &amp; F</b>	<b>Wednesday Late Start</b>	<b>District In-service Days</b>
Period 1    7:30    to    8:20	Period 1    8:30    to    9:10	No Advisory Period
Period 2    8:25    to    9:15	Period 2    9:15    to    9:55	Period 1    10:10    to    10:40
Period 3    9:20    to    10:10	Period 3    10:00    to    10:40	Period 2    10:45    to    11:15
Period 4 (Advisory) 10:15 to 11:00	Period 4 (Advisory) 10:45 to 11:25	Period 3    11:20    to    11:50
Period 5    11:05    to    11:55	Period 5    11:30    to    12:15	Period 5    11:55    to    12:40
1 <sup>st</sup> Lunch   11:05    to    11:45	1 <sup>st</sup> Lunch   11:30    to    12:10	1 <sup>st</sup> Lunch   11:55    to    12:35
6 <sup>th</sup> Period   11:50    to    12:40	6 <sup>th</sup> Period   12:15    to    1:00	Period 6    12:40    to    1:25
2 <sup>nd</sup> Lunch   12:00    to    12:40	2 <sup>nd</sup> Lunch   12:20    to    1:00	2 <sup>nd</sup> Lunch   12:45    to    1:25
Period 7    12:45    to    1:35	Period 7    1:05    to    1:45	Period 7    1:30    to    2:00
Period 8    1:40    to    2:30	Period 8    1:50    to    2:30	Period 8    2:05    to    2:30
Period 9    2:35    to    3:25	Period 9    2:35    to    3:15	Period 9    2:35    to    3:05
<b>Evening School</b>	<b>Evening School</b>	<b>Evening School</b>
Block 1   12:45    to    3:40	Block 1   1:05    to    3:20	Block 1   1:30    to    4:05
Block 2   3:50    to    6:45	Block 2   3:30    to    6:45	Block 2   4:15    to    6:50

**DESIDERATA HIGH SCHOOL  
2920 N. 34th Dr  
Phoenix, AZ 85017**

**Note:** This is an alternative campus for students with significant behavior/learning problems.

<b>Key Staff</b>		
<b>Office Assistant Primary Guest Teacher Contact</b>	<b>Christina Vanegas Located in Supervisor's office</b>	<b>602.764.0801</b>
Supervisor	Manuel Calderon	602.764.0801
Lead Security	Mario Muñoz	602.764.0801

<b>Information and Procedures</b>	
Assigning Grades and Student Reports:	Guest Teachers do not issue grades unless they are on long-term Open End contract, then they follow the same procedures as a regular classroom teacher. See information in the teacher policy handbook.
Emergency contact:	602.764.0801
Expectations	Guest Teachers are expected in emergencies, to fill in for uncovered classes.
Keys	No keys are necessary.
Location of Lesson Plans:	Lesson plans are left with Manuel Calderon or can be found in the classroom.
Lunch	Bring your own lunch.
Non teaching Duties:	None.
Parent Contacts:	None.
Parking	West gate parking lot.
Reporting In and Checking Out:	Arrive at least 30 minutes before your first scheduled class and sign in at Supervisor's office. Check out at the end of the day.





**DESIDERATA HIGH SCHOOL\***  
**Bell Schedules**  
**2013 2014**

**Purple Bell Schedule – 1<sup>st</sup> Lunch**

	Begin	End	Minutes
Pass	8:12	8:17	5
1 <sup>st</sup> Period	8:17	10:45	148
Lunch	10:45	11:23	38
Pass	11:23	11:25	2
2 <sup>nd</sup> Period	11:25	1:51	146

**Silver Bell Schedule – 2<sup>nd</sup> Lunch**

	Begin	End	Minutes
Pass	8:12	8:17	5
1 <sup>st</sup> Period	8:17	10:43	146
2 <sup>nd</sup> Period ( A)	10:43	11:25	42
Lunch	11:25	12:05	40
Pass	12:05	12:07	2
2 <sup>nd</sup> Period ( B)	12:07	1:51	104

**Half Day Schedule**

	Begin	End	Minutes
Pass	8:12	8:17	5
1 <sup>st</sup> Period	8:17	9:30	73
Pass	9:30	9:32	2
2 <sup>nd</sup> Period	9:32	10:45	73

**District Wide In Service Late Start Schedule**

	Begin	End	Minutes
Advisory	10:10	10:30	20
Lunch	10:30	11:10	40
Pass	11:10	11:12	2
1 <sup>st</sup> period	11:12	12:30	78
Pass	12:30	12:32	2
2 <sup>nd</sup> Period	12:32	1:50	78

**FRANKLIN POLICE & FIRE HIGH SCHOOL  
1645 W McDowell Rd  
Phoenix, AZ 85007**

<b>Key Staff</b>		
<b>Office Assistant Primary Guest Teacher Contact</b>	Elizabeth Lujan Located in Principal's office	602.764.0217
Principal	Lorenzo Cabrera	602.764.0217
Lead Security	Manny Vasquez	602.764.0209

<b>Information and Procedures</b>	
Assigning Grades and Student Reports:	Guest Teachers do not issue grades unless they are on long-term Open End contract, then they follow the same procedures as a regular classroom teacher. See information in the teacher policy handbook.
Emergency contact:	602.764.0217
Expectations	Guest Teachers are expected in emergencies, to fill in for uncovered classes.
Keys	No keys are necessary.
Location of Lesson Plans:	Lesson plans are left in the Front Office or can be found in the classroom.
Lunch	Bring your own lunch.
Non teaching Duties:	None.
Parent Contacts:	None.
Parking	West gate parking lot. (Parking lot is behind the school)
Reporting In and Checking Out:	Arrive at least 30 minutes before your first scheduled class and sign in at Principal's office. Check out at the end of the day.



**FRANKLIN POLICE & FIRE HIGH SCHOOL  
BELL SCHEDULES  
2013 - 2014**

Schedule 1	Schedule 2	Schedule 3	Schedule 4
<p align="center"><b>REGULAR DAYS</b> 50-minute classes 35-minute Advisory</p> <p>7:33 am – 7:40 am AM Assembly 7:45 am – 8:35 am Period 1 8:40 am – 9:30 am Period 2 9:35 am – 10:25 am Period 3 10:30 am – 11:05 am (Per. 4 Advisory) 11:05 am – 11:45 am (A LUNCH) 11:10 am – 12:00 pm Period 5 11:50 am – 12:40 pm Period 6 12:00 pm – 12:40 pm (B LUNCH) 12:45 pm – 1:35 pm Period 7 1:40 pm – 2:30 pm Period 8 2:30 pm – 2:40 pm PM Assembly</p>	<p align="center"><b>EARLY RELEASE DAYS</b> 45-minute classes</p> <p>7:33 am – 7:40 am AM Assembly 7:45 am – 8:30 am Period 1 8:35 am – 9:20 am Period 2 9:25 am – 10:10 am Period 3 10:10 am – 10:50 am (A LUNCH) 10:15 am – 11:00 am Period 5 10:55 am – 11:40 am Period 6 11:00 am – 11:40 am (B LUNCH) 11:45 am – 12:30 pm Period 7 12:35 pm – 1:20 pm Period 8 1:20 pm – 1:30 pm PM Assembly</p> <p align="center"><u><b>NO ADVISORY</b></u></p>	<p align="center"><b>LATE START DAYS</b> 30-minute classes</p> <p>10:00 am – 10:45 am (LUNCH) 10:45 am – 10:50 am AM Assembly 10:55 am – 11:25 am Period 1 11:30 am – 12:00 pm Period 2 12:05 pm – 12:35 pm Period 3 12:40 pm – 1:10 pm Periods 5/6 1:15 pm – 1:45 pm Period 7 1:50 pm – 2:20 pm Period 8 2:20 pm – 2:30 pm PM Assembly</p> <p align="center"><u><b>NO ADVISORY</b></u></p>	<p align="center"><b>HALF DAYS</b> End of Terms 1 &amp; 3 30-minute classes</p> <p>7:45 am – 8:15 am Period 1 8:20 am – 8:50 am Period 2 8:55 am – 9:25 am Period 3 9:30 am – 10:00 am Periods 5/6 10:05 am – 10:35 am Period 7 10:40 am – 11:10 am Period 8</p> <p align="center"><u><b>NO ADVISORY</b></u></p> <p align="center"><u><b>NO AM/PM ASSEMBLIES</b></u></p> <p align="center"><u><b>NO LUNCH SERVED</b></u></p>
	<p align="center"><u><b>Campus In-Service/Professional Development:</b></u> 1:30 pm – 3:30 pm</p>	<p align="center"><u><b>District / Campus PLC Meetings:</b></u> 7:30 am – 9:30 am</p>	
<p><u><b>NOTES:</b></u> <u>Generally:</u> A Lunch = Freshmen/Sophomores B Lunch = Juniors/Seniors</p>	<p><u><b>Early Release Days:</b></u> 8/28 <input type="checkbox"/> 9/11 <input type="checkbox"/> 10/16 <input type="checkbox"/> 11/13 1/29 <input type="checkbox"/> 2/26 <input type="checkbox"/> 3/12</p>	<p><u><b>Late Start Days:</b></u> <input type="checkbox"/> 08/21 <input type="checkbox"/> 09/18 <input type="checkbox"/> 10/30 <input type="checkbox"/> 11/20 <input type="checkbox"/> 01/22 <input type="checkbox"/> 02/19 <input type="checkbox"/> 03/26</p>	<p><u><b>End of Terms 1 &amp; 3 Half Days:</b></u> 10/04 <input type="checkbox"/> 3/14</p>
<p><u><b>24 Hour Attendance Hotline:</b></u> To report absences call 602-764-0201 within 24 hours for the absence to be excused.</p>			

**MARYVALE HIGH SCHOOL**  
**3415 North 59<sup>th</sup> Avenue**  
**Phoenix, AZ 85033**

<b>Key Staff</b>		
<b>Assistant to the Principal Primary Guest Teacher Contact</b>	<b>Linda Coyle Located in Principal's office</b>	<b>602.764.2009</b>
Principal	Phillip Verdugo	602.764.2009
Assistant Principal, Registration	Dr. Wendy Truvillion	602.764.2014
Assistant Principal, Instruction	Dana Cook	602,764.2016
Assistant Principal, Opportunities	Consuelo Nava	602.764.2012
Dean of Students	Steve Contreras	602.764.2050
Registrar	Melinda Horton	602.764.2005
Lead Security	Robert Zamora	602.764.2022

<b>Information and Procedures</b>	
Assigning Grades and Student Reports:	Guest Teachers do not issue grades unless they are on long-term Open End contract, then they follow the same procedures as a regular classroom teacher. See information in the teacher policy handbook.
Emergency contact:	Security, 602.764.2020. If no response, contact the teacher in the room on either side.
Expectations	Guest Teachers are expected in emergencies, to fill in for uncovered classes.
Keys	No keys are issued to Guest Teachers.
Location of Lesson Plans:	Lesson plans are to be on the teacher's desk in the classroom. If there are no lesson plans (or inadequate plans), contact the department chair.
Lunch	Guest Teachers can eat lunch in the faculty cafeteria.
Non teaching Duties:	If the class the Guest Teacher is covering is scheduled for an assembly, then the Guest Teacher will accompany the class to the auditorium.
Parent Contacts:	None.
Parking	North parking lot of the faculty lot.
Reporting In and Checking Out:	Arrive at least 30 minutes before your first scheduled class and sign in at the Principal's office. Check out with the Principal's office at the end of the day.



**MARYVALE HIGH SCHOOL  
BELL SCHEDULES  
2013 - 2014**

Period 0	6:45 - 7:40	(55)
Period 1	7:45 - 8:40	(55)
Period 2	8:45 - 9:45	(55)
Period 3	9:50 - 10:45	(55)

**BLDGs 300, 400, 500, 600 & 1000**

LUNCH 4	10:50 - 11:30	(40)
Period 5	11:35 - 12:30	(55)

**BLDGs 100, 200, 700, 800 & 900**

Period 4	10:50 - 11:45	(55)
LUNCH 5	11:50 - 12:30	(40)

Period 6	12:35 - 1:30	(55)
Period 7	1:35 - 2:30	(55)
Period 8	2:35 - 3:30	(55)

⌒  
**Evening School Opportunities (ESO)**  
Classes meet Monday through Friday for  
.5 credit of 165 minutes per day for 6 weeks.

Period 8, 9, 10 2:35 – 5:20 (165)

**METRO TECH HIGH SCHOOL**  
**1900 West Thomas Road**  
**Phoenix, AZ 85015**

<b>Key Staff</b>		
<b>Assistant to the Principal Primary Guest Teacher Contact</b>	<b>Diane Venetos Located in Principal's office</b>	<b>602.764.8008</b>
Principal	Kate McDonald	602.764.8008
Assistant Principal, Registration	Bryan Reynoso	602.764.8002
Assistant Principal, Instruction	Rebecca Angus	602.764.8004
Assistant Principal, Opportunities	Dennis Gregory	602.764.8003
Dean of Students	Julio Rubio, Interim	602.764.8001
Registrar	Lizeth Garay	602.764.8027
Lead Security	Johanna Williams	602.764.8032

<b>Information and Procedures</b>	
Assigning Grades and Student Reports:	Guest Teachers do not issue grades unless they are on long-term Open End contract, then they follow the same procedures as a regular classroom teacher. See information in the teacher policy handbook.
Emergency contact:	Security, 602.764.8032, 602.764.8030 Principal's office, Diane Venetos 602.764.8008
Expectations	Guest Teachers are expected in emergencies, to fill in for uncovered classes.
Keys	No keys are issued to Guest Teachers. Classroom will be opened by neighboring teachers or security.
Location of Lesson Plans:	Lesson plans are different for each teacher and can be found in each teacher's classroom. Emergency lesson plans are with the instructional leader.
Lunch	Guest Teachers can eat lunch in the faculty cafeteria or in the faculty lounge
Non teaching Duties:	If the class the Guest Teacher is covering is scheduled for an assembly, then the Guest Teacher will accompany the class to the auditorium.
Parent Contacts:	Only under exceptional circumstances should Guest Teachers contact parents.
Parking	Park in the main lot on Thomas Road.
Reporting In and Checking Out:	Arrive at least 30 minutes before your first scheduled class and sign in at the Principal's office. Check out in the Principal's office at the end of the day.



## METRO TECH HIGH SCHOOL Bell Schedules 2013 - 2014

REGULAR BELL SCHEDULE 50-Minute Classes CTE AM (Pd 1-2) CTE PM (Pd 6-7)	METRO TECH WEDNESDAY 40-Minute Classes CTE AM (Pd 1-2) CTE PM (Pd 6-7)	PUHSD LATE START 30-Minute Classes CTE AM (Pd 1-2) CTE PM (Pd 6-7)	BLOCK SCHEDULE 105-Minute Classes																																																												
<p><i>Period 0</i> 7:00 a.m. – 7:50 a.m.</p> <p>Period 1 8:00 a.m. – 8:50 a.m.</p> <p>Period 2 8:55 a.m. – 9:45 a.m.</p> <p>Period 3 9:50 a.m. – 10:40 a.m.</p> <p>Period 4 10:45 a.m. – 11:35 a.m.</p> <p><b>Lunch</b> <b>11:40 a.m. – 12:30 p.m.</b></p> <p>Per 5/Advisory 12:35 p.m. – 1:15 p.m.</p> <p>Period 6 1:20 p.m. – 2:10 p.m.</p> <p>Period 7 2:15 p.m. – 3:05 p.m.</p> <p><i>Period 8</i> 3:10 p.m. – 4:00 p.m.</p> <p><i>Period 9</i> 4:05 p.m. – 4:55 p.m.</p> <p><i>Period 10</i> 5:00 p.m. – 5:50 p.m.</p> <p style="text-align: center;"><b>Evening School (6 wks)</b> <b>Mon-Thurs (Pd 11)</b> 3:10 – 6:10</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr><th colspan="2" style="text-align: center;">SPED Vocational (9wks)</th></tr> <tr><th style="width: 50%;">AM (Pd 12)</th><th style="width: 50%;">PM (Pd 13)</th></tr> <tr><td>8:00 – 10:20</td><td>12:00 – 2:20</td></tr> <tr><th colspan="2" style="text-align: center;">Full Day SPED Vocational Period 1 – 6</th></tr> <tr><td colspan="2" style="text-align: center;">8:00 – 2:10</td></tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr><th colspan="2" style="text-align: center;">CRDL (Pd 14)</th></tr> <tr><td style="width: 50%;">Open Labs</td><td style="width: 50%;">11:40 – 1:15</td></tr> <tr><th colspan="2" style="text-align: center;">Cosmetology</th></tr> <tr><td>Tue-Fri</td><td>12:35 – 6:10</td></tr> <tr><td>Sat.</td><td>8:00 – 5:00</td></tr> </table> <p>M1 Aug 5 - Sep 12    M4 Jan 6 - Feb 13 M2 Sep 15 – Oct 31    M5 Feb 18 - Apr 3 M3 Nov 4 - Dec 17    M6 Apr 7 - May 16</p>	SPED Vocational (9wks)		AM (Pd 12)	PM (Pd 13)	8:00 – 10:20	12:00 – 2:20	Full Day SPED Vocational Period 1 – 6		8:00 – 2:10		CRDL (Pd 14)		Open Labs	11:40 – 1:15	Cosmetology		Tue-Fri	12:35 – 6:10	Sat.	8:00 – 5:00	<p><i>Period 0</i> 7:00 a.m. – 7:40 a.m.</p> <p>Period 1 8:00 a.m. – 8:40 a.m.</p> <p>Period 2 8:45 a.m. – 9:25 a.m.</p> <p>Period 3 9:30 a.m. – 10:10 a.m.</p> <p>Period 4 10:15 a.m. – 10:55 a.m.</p> <p><b>Lunch</b> <b>11:00 a.m. – 11:50 a.m.</b></p> <p>Per 5/Advisory 11:55 a.m. – 12:35 p.m.</p> <p>Period 6 12:40 p.m. – 1:20 p.m.</p> <p>Period 7 1:25 p.m. – 2:05 p.m.</p> <p><i>Period 8</i> 2:10 p.m. – 2:50 p.m.</p> <p><i>Period 9</i> 2:55 p.m. – 3:35 p.m.</p> <p><i>Period 10</i> 3:40 p.m. – 4:20 p.m.</p> <p style="text-align: center;"><b>Evening School (6 wks)</b> <b>Mon-Thurs (Pd 11)</b> 3:10 – 6:10</p> <table border="1" style="width: 100%; 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Sep 18; Oct 30; Nov 20 S2: Jan 22; Feb 19, Mar 26</p>	SPED Vocational (9wks)		AM (Pd 12)	PM (Pd 13)	11:40 – 12:45	1:25 – 2:30	Full Day SPED Vocational Period 1 – 6		10:15 – 2:30		CRDL (Pd 14)		Open Labs	10:30 – 11:35	Cosmetology		Tue-Fri	12:35 – 6:10 Metro only begins at 12:50	Sat.	8:00 – 5:00	<p style="text-align: center;"><b>Monday</b></p> <p><i>Period 0</i> 7:00 a.m. – 7:50 a.m.</p> <p>Period 1 Block 8:00 a.m. – 9:45 a.m.</p> <p>Period 3 Block 9:50 a.m. – 11:35 a.m.</p> <p><b>Lunch</b> <b>11:40 a.m. – 12:30 p.m.</b></p> <p>Per 5/Advisory 12:35 p.m. – 1:15 p.m.</p> <p>Period 6 Block 1:20 p.m. – 3:05 p.m.</p> <p><i>Period 8</i> 3:10 p.m. – 4:00 p.m.</p> <p><i>Period 9</i> 4:05 p.m. – 4:55 p.m.</p> <p><i>Period 10</i> 5:00 p.m. – 5:50 p.m.</p> <p style="text-align: center;"><b>Tuesday</b></p> <p><i>Period 0</i> 7:00 a.m. – 7:50 a.m.</p> <p>Period 2 8:00 a.m. – 9:45 a.m.</p> <p>Block 4 9:50 a.m. – 11:35 a.m.</p> <p>Period 4 Block</p> <p><b>Lunch</b> <b>11:40 a.m. – 12:30 p.m.</b></p> <p>Per 5/Advisory 12:35 p.m. – 1:15 p.m.</p> <p>Period 7 Block 1:20 p.m. – 3:05 p.m.</p> <p><i>Period 8</i> 3:10 p.m. – 4:00 p.m.</p> <p><i>Period 9</i> 4:05 p.m. – 4:55 p.m.</p> <p><i>Period 10</i> 5:00 p.m. – 5:50 p.m.</p> <div style="border: 1px dashed black; padding: 5px; text-align: center; margin-top: 10px;"> <p><b>Refer to Regular Bell Schedule for Evening School, SPED Vocational, CRDL and Cosmetology times.</b></p> </div> <p><b><u>No Block Classes weeks of:</u></b> Q1: Aug 5; Aug 12; Sep 2 Q2: Oct 21; Nov 11; Dec 16 Q3: Jan 6; Jan 20; Feb 17; Feb 24 Q4: Mar 31; Apr 7; Apr 21*; May 19</p>
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**NORTH HIGH SCHOOL  
1101 East Thomas Road  
Phoenix, AZ 85015**

<b>Key Staff</b>		
<b>Assistant to the Principal Primary Guest Teacher Contact</b>	<b>Pat Garcia Located in Principal's Office</b>	<b>602.764.6511</b>
Principal	Juan Nuñez, Interim	602.764.6511
Assistant Principal, Registration	Dr. MingPing Ji	602.764.6507
Assistant Principal, Instruction	Melville McKay	602.764.6539
Assistant Principal, Opportunities	Ray Pino	602.764.6515
Dean of Students	Belinda Mountjoy	602.764.6513
Registrar	Melissa Dong	602.764.6506
Lead Security	Linda Figueroa	602.764.6518

<b>Information and Procedures</b>	
Assigning Grades and Student Reports:	Guest Teachers do not issue grades unless they are on long-term Open End contract, then they follow the same procedures as a regular classroom teacher. See information in the teacher policy handbook.
Emergency contact:	Principal's secretary, 602.764.6511
Expectations	Guest Teachers are expected in emergencies, to fill in for uncovered classes.
Keys	No keys will be issued to Guest Teachers unless they are on long-term Open End. Security or Instructional Leaders will open classroom(s) for Guest Teachers.
Location of Lesson Plans:	Lesson plans are different for each teacher and can be found in each teacher's classroom.
Lunch	Guest Teachers can eat lunch in the faculty dining area.
Non teaching Duties:	If the class the Guest Teacher is covering is scheduled for an assembly, then the Guest Teacher will accompany the class to the auditorium.
Parent Contacts:	None
Parking	Park in the east or west parking lot.
Reporting In and Checking Out:	Arrive at least 30 minutes before your first scheduled class, sign in at the Principal's office and you will receive a Guest Teacher folder and instructions. At the end of the day, return attendance rosters to Registration office and the Guest Teacher folder to the Principal's office.





NORTH HIGH SCHOOL  
Bell Schedules  
2013-2014

**Regular Schedule**

Period 0:	6:46—7:42
Period 1:	7:48—8:44
Period 2:	8:50—9:46
Period 3:	9:52—10:54
Period 4:	11:00—11:56
<b>First Lunch:</b>	<b>10:54—11:34</b>
Period 5:	11:40—12:36
<b>Second Lunch</b>	<b>11:56—12:36</b>
Period 6:	12:42—1:38
Period 7:	1:44—2:40
Period 8:	2:46—3:42
*Period 8:	2:46—5:46

**North & District Late Start  
Schedule**

Period 0:	9:55—10:25
<b>Lunch:</b>	<b>10:25—11:05</b>
Period 1:	11:10—11:40
Period 2:	11:46—12:16
Period 3:	12:22—12:52
Periods 4/5:	12:58—1:28
Period 6:	1:34—2:04
Period 7:	2:10—2:40
Period 8:	2:46—3:16
* Period 8:	2:46—4:07

**SOUTH MOUNTAIN HIGH SCHOOL**  
**5401 S. 7<sup>th</sup> St**  
**Phoenix, AZ 85040**

<b>Key Staff</b>		
<b>Assistant to the Principal Primary Guest Teacher Contact</b>	<b>Twila Craig Located in Principal's Office</b>	<b>602.764.5001</b>
Principal	LaCresha Williams	602.764.5001
Assistant Principal, Registration	Chandra Alexander	602.764.5019
Assistant Principal, Instruction	Dr. Martha Sheffield	602.764.5020
Assistant Principal, Opportunities	Brian Fair, Interim	602.764.5039
Dean of Students	Michelle Gutierrez, de Sandoval	602.764.5037
Registrar	Monica Craig	602.764.5017
Lead Security	Brion Macneil	602.764.5158

<b>Information and Procedures</b>	
Assigning Grades and Student Reports:	Guest Teachers do not issue grades unless they are on long-term Open End contract, then they follow the same procedures as a regular classroom teacher. See information in the teacher policy handbook.
Emergency contact:	Security, 602.764.5160
Expectations	Guest Teachers are expected in emergencies, to fill in for uncovered classes.
Keys	No keys are issued to Guest Teachers. Security personnel and/or the department chair unlock doors.
Location of Lesson Plans:	Lesson Plans will be found in are in the teacher's rule book. Emergency lesson plans are in the principal's office.
Lunch	Guest Teachers may eat lunch in the faculty cafeteria.
Non teaching Duties:	If the class the Guest Teacher is covering is scheduled for an assembly, then the Guest Teacher will accompany the class to the auditorium.
Parent Contacts:	None.
Parking	Park in the faculty parking lot located off the Roeser Road entrance.
Reporting In and Checking Out:	Arrive at least 30 minutes before your first scheduled class, sign in at the Principal's office and you will receive a Guest Teacher folder and instructions. At the end of the day return the Guest Teacher folder to the Principal's office.



**SOUTH MOUNTAIN HIGH SCHOOL\***  
**Bell Schedules**  
**2013-2014**

**REGULAR BELL  
 SCHEDULE**

Period 0	6:55 – 7:50
Period 1	7:55 – 8:50
Period 2	8:55 – 9:50
Period 3	9:55 – 10:50
Period 4	10:55 – 11:50
1st LUNCH	10:55 – 11:35
Period 5	11:40 – 12:35
2nd LUNCH	11:55 – 12:35
Period 6	12:40 – 1:35
Period7	1:40 – 2:35
Period 8	2:40 – 3:35

**JELA**  
 Classes meet Monday through Friday

Block 11	1:40 – 3:30
Break	3:30 – 3:40
Block 12	3:45 – 5:35

Jaguar Extended Learning Academy, formally known as ESO, is 5 days a week for 9 weeks.

**SHORTENED DAY WEDNESDAY  
 SCHEDULE**

Period 0	7:10 – 7:50
Period 1	7:55 – 8:35
Period 2	8:40 – 9:20
Period 3	9:25 – 10:05
Period 4	10:10 – 10:50
1st LUNCH	10:10 – 10:50
Period 5	10:55 – 11:35
2nd LUNCH	10:55 – 11:35
Period 6	11:40 – 12:20
Period7	12:25 – 1:05
Period 8	1:10 – 1:50

**JELA**  
**SHORTENED DAY WEDNESDAY**

Block 11	12:25 – 1:45
Break	1:45 – 1:55
Block 12	2:00 – 3:20

**ONCE A MONTH  
 LATE START PLC**

District PLC	7:30 – 9:30
Period 1	10:05 – 10:35
Period 2	10:40 – 11:10
Period 3	11:15 – 11:45
Period 4	12:30 – 1:05
1st LUNCH	12:30 – 1:05
Period 5	12:30 – 1:05
2nd LUNCH	12:30-1:05
Period 6	1:10 – 1:40
Period7	1:45 – 2:15
Period 0/8	2:20 – 2:50

**JELA**  
 (LATE START)

Block 11	1:45 – 3:35
Break	3:35 – 3:45
Block 12	3:50 – 5:40

**SCHEDULED LATE START DAYS**  
 08/21, 09/18, 10/30,  
 11/20, 01/22, 02/19, 03/26

**SUNS-DIAMONDBACKS EDUCATIONAL ACADEMY**  
**2920 North 7<sup>th</sup> Street**  
**Phoenix, AZ 85014**

<b>Key Staff</b>		
<b>Registration Office Assistant Primary Guest Teacher Contact</b>	<b>Maritza Velez Located in Site Administrator's Office</b>	<b>602.764-0053</b>
Site Administrator	Dr. Lisa Scinto	602.764-0051
Lead Security	Diane White-Macon	602.764.0064

<b>Information and Procedures</b>	
Assigning Grades and Student Reports:	Guest Teachers do not issue grades unless they are on long-term Open End contract, then they follow the same procedures as a regular classroom teacher. See information in the teacher policy handbook.
Emergency contact:	Site Administrator, 602.764.0051
Expectations	Guest Teachers are expected in emergencies, to fill in for uncovered classes.
Keys	No keys are assigned.
Location of Lesson Plans:	Check with Site Administrator
Lunch	11:48 am to 12:28 pm.
Non teaching Duties:	If the class the Guest Teacher is covering is scheduled for an assembly, then the Guest Teacher will accompany the class to the auditorium.
Parent Contacts:	None.
Parking	North of the building.
Reporting In and Checking Out:	Arrive at least 30 minutes before your first scheduled class, sign in at the Principal's office and you will receive a Guest Teacher folder and instructions. At the end of the day return the Guest Teacher folder to the Principal's office.



**SUNS-DIAMONDBACKS EDUCATIONAL ACADEMY\***  
**Bell Schedules**  
**2013 - 2014**

**Regular Bell Schedule**  
**Tuesday, Wednesday, Thursday, Friday**

KKIS	7:30 – 8:15	45 minutes
1 <sup>st</sup> PERIOD	8:15 – 10:40	145 minutes
2 <sup>nd</sup> PERIOD A	10:43 – 11:48	65 minutes
LUNCH	11:48 – 12:28	40 minutes
2 <sup>nd</sup> PERIOD B	12:30 – 1:50	80 minutes

**Advisory Bell Schedule**  
**Monday**

KKIS	7:30 – 8:15	45 minutes
ADVISORY	8:15 – 9:02	47 minutes
1 <sup>st</sup> PERIOD	9:05 – 11:05	120 minutes
2 <sup>nd</sup> PERIOD A	11:08 – 11:48	40 minutes
LUNCH	11:48 – 12:28	40 minutes
2 <sup>nd</sup> PERIOD B	12:30 – 1:50	80 minutes

**Late Start Schedule**

KKIS	9:30 – 10:10	40 minutes
1 <sup>st</sup> PERIOD	10:10 – 11:38	88 minutes
LUNCH	11:40 – 12:20	40 minutes
2 <sup>nd</sup> PERIOD	12:22 – 1:50	88 minutes

**Early Release Schedule**

KKIS	7:30 – 8:15	45 minutes
1 <sup>st</sup> PERIOD	8:15 – 9:31	76 minutes
2 <sup>nd</sup> PERIOD	9:34 – 10:50	76 minutes

**TREVOR G. BROWNE HIGH SCHOOL**  
**7402 West Catalina Drive**  
**Phoenix, AZ 48500**

<b>Key Staff</b>		
<b>Assistant to the Principal Primary Guest Teacher Contact</b>	<b>Kris Eaton Located in Principal's office</b>	<b>602.764.8516</b>
Principal	Dr. Gabriel Trujillo	602.764.8516
Assistant Principal, Registration	Manuel Silvas	602.764.8509
Assistant Principal, Instruction	Stephanie Streeter	602.764.8517
Assistant Principal, Opportunities	David Provost	602.764.8520
Dean of Students	Sophie Compton	602.764.8524
Registrar	Alejandra Hernandez	602.764.8506
Lead Security	Rick Lawrence	602.764.8525

<b>Information and Procedures</b>	
Assigning Grades and Student Reports:	Guest Teachers do not issue grades unless they are on long-term Open End contract, then they follow the same procedures as a regular classroom teacher. See information in the teacher policy handbook.
Emergency contact:	Security, 602.764.8570
Expectations	Guest Teachers are expected in emergencies, to fill in for uncovered classes.
Keys	No keys are issued to Guest Teachers. Security will open the classroom door for you or the department chair.
Location of Lesson Plans:	Lesson plans are in the teacher's classroom or left with the department chair.
Lunch	Guest Teachers may leave the campus or eat in the cafeteria.
Non teaching Duties:	If the class the Guest Teacher is covering is scheduled for an assembly, then the Guest Teacher will accompany the class to the auditorium.
Parent Contacts:	None.
Parking	Guest Teachers may park in the employee parking lot.
Reporting In and Checking Out:	Arrive at least 30 minutes before your first scheduled class, sign in with the Principal's office and you will receive instructions. At the end of the day take the attendance packet to the Principal's office.



**TREVOR G. BROWNE HIGH SCHOOL\***  
**Bell Schedules**  
**2013-2014**

<b>Regular Schedule</b>					
<b>First Lunch</b>			<b>Second Lunch</b>		
	<b>M-T-Th-F</b>	<b>Wed.</b>		<b>M-T-Th-F</b>	<b>Wed.</b>
<b>Period 0</b>	7:00—7:55	7:15—7:55	<b>Period 0</b>	7:00—7:55	7:15—7:55
<b>Period 1</b>	8:00—8:55	8:00—8:40	<b>Period 1</b>	8:00—8:55	8:00—8:40
<b>Advisory</b>		8:45—9:45	<b>Advisory</b>		8:45—9:45
<b>Period 2</b>	9:00—9:55	9:50—10:30	<b>Period 2</b>	9:00—9:55	9:50—10:30
<b>Period 3</b>	10:00—10:55	10:35—11:15	<b>Period 3</b>	10:00—10:55	10:35—11:15
<b>1<sup>st</sup> Lunch</b>	11:00—11:40	11:20—12:00	<b>Period 4</b>	11:00—11:55	11:20—12:00
<b>Period 5</b>	11:45—12:40	12:05—12:45	<b>2<sup>nd</sup> Lunch</b>	12:00—12:40	12:05—12:45
<b>Period 6</b>	12:45—1:40	12:50—1:30	<b>Period 6</b>	12:45—1:40	12:50—1:30
<b>Period 7</b>	1:45—2:40	1:35—2:15	<b>Period 7</b>	1:45—2:40	1:35—2:15
<b>Period 8</b>	2:45—3:40	2:20—3:00	<b>Period 8</b>	2:45—3:40	2:20—3:00

***District-Wide Wednesday Collaboration Dates***  
***Aug. 21, Sept. 18, Oct. 30, Nov. 20, Jan. 22, Feb. 19, Mar. 26***  
**Staff Collaboration/PLC Time 7:30 –9:30 AM**

<b>Metro Tech Schedule</b>			<b>Trevor Browne Schedule</b>					
Per 12 ESO	2:15	— 4:20	<b>0</b>	9:35	— 10:00	<b>0</b>	9:35	— 10:00
Per 13 ESO	4:30	— 7:35	<b>1</b>	10:05	— 10:30	<b>1</b>	10:05	— 10:30
AM Culinary	11:10	— 12:40	<b>Advisory</b>	10:35	— 11:15	<b>Advisory</b>	10:35 5	— 11:15
PM Culinary	12:40	— 2:10	<b>2</b>	11:20	— 11:45	<b>2</b>	11:20 0	— 11:45
AM CTE	9:25	— 11:05	<b>3</b>	11:50	— 12:15	<b>3</b>	11:50 0	— 12:15
PM CTE	1:40	— 3:20	<b>Lunch</b>	12:15	— 12:55	<b>4</b>	12:20 0	— 1:00
<b>Trevor Browne ESO</b>			<b>5</b>	1:00	— 1:40	<b>Lunch</b>	1:00	— 1:40
<b>Per. 11</b>	1:40	— 3:55	<b>6</b>	1:45	— 2:10	<b>6</b>	1:45	— 2:10
<b>Break</b>	3:55	— 4:10	<b>7</b>	2:15	— 2:40	<b>7</b>	2:15	— 2:40
<b>Per. 12</b>	4:10	— 7:05	<b>8</b>	2:45	— 3:10	<b>8</b>	2:45	— 3:10

<b>Extended School Opportunity Schedule</b>					
	<b>M—T—Th</b>			<b>Wed.</b>	
<b>Period 11</b>	12:45	—	3:40	12:50	— 3:45
<b>Break</b>	3:40	—	3:55	3:45	— 3:55
<b>Period 12</b>	3:55	—	6:50	3:55	— 6:50

## **SECTION 4: EVALUATION AND FEEDBACK**



## EVALUATION AND FEEDBACK: GENERAL

This section contains several evaluations/feedback forms to be used in response to Guest Teacher services.

### Feedback to Regular Teacher

This form is to be completed prior to checking out **each** day and left for the regular teacher in his/her roll book or mailbox.

### Guest Teacher Evaluation

This form may be used by the principal, assistant principal, dean of students, department chair and instructional specialist to evaluate any Guest Teacher at any time. Please note that any evaluation marked “no” in response to returning to the class or campus will result in that Guest Teacher being assigned to other campuses until the principal of the original campus writes a memo specifically requesting that Guest Teacher return. The Principal may meet with the Guest Teacher regarding the evaluation. When a Guest Teacher receives one or more “unsatisfactory” ratings a meeting may be scheduled with the Director of Human Resources to review the evaluations. If the severity of the infractions is deemed significant enough, the Guest Teacher will be dropped from the Phoenix Union High School District Guest Teacher list.

Guest Teacher Services will make a copy of the evaluation report and send that copy to the Guest Teacher. The Guest Teacher may submit written comments to Guest Teacher Services for inclusion in the Guest Teacher’s file. A copy of the remarks will be sent to the principal of the high school where the Guest Teacher service was rendered. The Guest Teacher Service copy will be filed and is available for review by administrators.

### Self Evaluation Form

This form is to be used by the Guest Teacher to record his/her perceptions of how the day went. It is helpful for the Guest Teacher to keep these forms and share them with the interviewers when applying for permanent positions. This is a good way of demonstrating personal growth as well as being a conscientious professional.



## FEEDBACK TO CLASSROOM TEACHER (CONTINUED)

Directions: In the area below, please write brief answers for each of the following.

1. What did you do?

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2. What were you not able to do?

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3. Note any deviations from the lesson plans that were left.

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4. Did you give any new assignments? Explain.

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5. Include positive feedback the regular teacher can give to the class or individuals.

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6. Explain any other information necessary for the regular teacher to know to fill in gaps and make use of any additional academic information you presented.

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7. Conclude with recommendations you feel will be helpful to the regular teacher in preparing for future Guest Teachers.

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**NOTE:** This form is to be completed by the Guest Teacher prior to checking out EACH day and left for the regular teacher in his/her roll book or mailbox.

## PROCEDURES FOR EVALUATION OF GUEST TEACHERS

1. The Guest Teacher evaluation form may be used to evaluate any Guest Teacher at anytime. A one day or one period assignment as a Guest Teacher provides enough information for an evaluation if the administrator wishes to create one.
2. When a Guest Teacher is needed in the same classroom situation for more than 20-consecutive days, the Guest Teacher will be placed on an open-end contract if the work of that Guest Teacher has been rated satisfactory. The evaluation should be conducted by an administrator using the form provided in this manual.  

A teacher may also, upon his/her return to duty, submit an evaluation to the principal.
3. The evaluation should be completed as soon as possible after the period of service is over.
5. The signed original shall be submitted immediately to Guest Teacher Services and a copy retained in the Principal's Office.
6. Guest Teacher Services will place the original in the Guest Teacher's file and send a copy to the Guest Teacher evaluated.
7. A representative from Human resources may meet with a Guest Teacher receiving one or more "unsatisfactory" ratings. A Guest Teacher may submit to Human Resources written comments pertinent to the evaluation for inclusion in the personnel file. A copy of the written comments will be sent to the Principal.
8. A Guest Teacher wishing to discuss the evaluation report in person may contact the Principal of the high school where the Guest Teaching service was rendered.
9. The Guest Teacher Services' copy will be filed and is available for review by the administration.

## GUEST TEACHER EVALUATION FORM

**To Principals:** This form is for the purpose of evaluating Guest Teachers who are assigned to a teaching position. Your cooperation will help this office provide you with the best possible Guest Teaching service. Please add a comment particularly when the evaluation is an unfavorable one. Send the original to the District Human Resources office. The original will be placed in the Guest Teacher's file and a copy forwarded to the Guest Teacher.

Campus: \_\_\_\_\_ Date of Evaluation \_\_\_\_\_ Job Number: \_\_\_\_\_

Name of Guest Teacher: \_\_\_\_\_ Name of Regular Teacher: \_\_\_\_\_

	Outstanding	Good	Average	Unsatisfactory
<b>Personal Characteristics</b>				
Attitude				
Interactions with Students				
Interactions with Staff				
Punctuality				
Reliability				
<b>Teaching Characteristics</b>				
Knowledge of Field				
Instructional Delivery				
Ability to Follow Teacher's Lesson Plans				
Handling of Materials & Equipment				
Handling of Records				
Classroom Management Skills				

Is this Guest Teacher eligible to return to this class \_\_\_\_\_ or campus \_\_\_\_\_ ?

Comments: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SELF-EVALUATION FORM FOR GUEST TEACHERS

Campus: \_\_\_\_\_ Today's Date: \_\_\_\_\_ Job Number: \_\_\_\_\_

Subject(s): \_\_\_\_\_ # of Classes: \_\_\_\_\_

YES	NO	
		I arrived on time.
		I was able to organize my day before having to begin my duties.
		I was able to familiarize myself with the lesson(s).
		I was friendly and professional throughout the day.
		I was able to contact the regular teacher(s).
		I carried out the regular teacher's plan so student learning was maximized.
		I left the classroom in a neat and orderly condition.
		I maintained normal classroom discipline.
		I familiarized myself with all emergency drill procedures.
		I left follow-up feedback for the regular teacher(s).
		I would like to return to this school.

I can improve my Guest Teacher experience by:

The most interesting *event* of the day was:

What I enjoyed most about today was:

Other Duties Performed:

Additional Comments:

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## **SECTION 5: SUGGESTIONS AND INSPIRATION**



## TIPS FOR GUEST TEACHERS

- Expect the best from YOURSELF and the STUDENTS.
- Wear your best; presentation is critical.
- Focus attention on the STUDENTS.
- Maintain the Role of Leader.
- Provide a *backbone*: firmness with flexibility.
- Follow the lesson plans left by the regular teacher.
- Let the students *sense* you are there because you care about them.
- Be positive.
- Be Prepared:
  - ✓ Have generic lesson plans for the unexpected assignment.
  - ✓ Keep up-to-date campus information.
  - ✓ Carry basic supplies.

## HELPFUL HINTS ABOUT CLASSROOM MANAGEMENT

### Suggestions:

- Stay calm.
- Move around the classroom among the students.
- Answer questions and clarify procedures.
- Keep students on task.
- Catch the student doing something **right**.
- Your praise of students needs to be genuine.
- Keep things simple.
- Remember, your students are precious, special, and important.

All students are entitled to the kind of discipline that results in self-control, in emotional stability, and in moral spiritual values. This kind of discipline is absolutely essential if the classroom is to be a good place for teaching and learning.

If there is a problem, follow this four-step process:

1. Ask the student what happened.
2. Ask the student what rule was broken or what went wrong.
3. Ask the student what should have been done.
4. Ask the student what s/he is going to do next time.

## VIOLA SWAMP - THE ALL-TIME GREATEST GUEST TEACHER

*This letter was written by a Substitute. It is a humorous commentary that reflects the importance of interacting with students in positive ways while maintaining a position of leadership.*

August 13, 1991

Dear Dr. Manera,

My name is Kerry McClain, and I am a graduate assistant in the Department of Education, The University of Tulsa. Yesterday, Dr. Shirley Robards contacted me and suggested that I send you an account of my "Viola Swamp" routine as a possible activity for Substitute. I have found it be a very effective means of laying the cards on the table and letting the students know (in a non-threatening manner) that I know how much fun it could be to "get the substitute" and that I cannot easily be "gotten." The activity is as follows:

Harry Allard has written several delightful picture books in which various problems at Horace B. Smedley High prompt the lovely teacher, Miss Nelson, to call upon the services of Viola Swamp. Viola is the toughest, meanest and most savvy Substitute imaginable, and she always dresses in black (after all, she is somewhat of a witch). Viola demands more work, accepts no excuses, and the class is always thrilled to see Miss Nelson's return. In Allard's Miss Nelson Has a Field Day, the coach suffers a breakdown and Viola Swamp is called up to whip the football team into shape. She takes no prisoners, making flying tackles on potential deserters and shouting "pipe down!" when complaints made. As I was reading this book to the fourth grade class and we were laughing at the team's predicament, I realized that I was wearing a black dress. When we finished the book, I walked across the front of the classroom and pointed out the fact that it was very interesting that Viola Swamp always wore black. I then gestured to my dress and said, "Notice any similarities?" Small eyes grew a bit larger, and someone in the back murmured, "Viola." "Pipe down!" I barked, and then smiled. They all laughed, but they never were sure. My days with the class went smoothly, and I had to smile when I opened the thank you cards the classroom teacher had instructed the students to make for me. Several card thanked me for not really being Viola Swamp.

Harry Allard's Miss Nelson is Missing is the first in his series of Miss Nelson books and this geared more toward primary grades. It would probably be fun to read this book and simply lead the class in a discussion about all of the terrible things that Miss Nelson's class tried to do to the Substitute Teacher. When all of these possibilities are out in the open, the temptation to torture the substitute seems to be less compelling.

I hope that you find these ideas to be of some value.

Sincerely,  
Kerry McClain

## **SECTION 6: LESSON PLANS**

## STRUCTURING LESSONS

One of the most often heard complaints about subbing has to do with a lack of lesson plans. When no plans are left, or when lessons are too short, it is up to the Guest Teacher to create relative and creative lessons. First, the Guest Teacher must remember to rely upon him/herself, his/her intelligence, and his/her professionalism. Good Guest Teachers are vital partners in the successful operation of schools. The generic lessons in this section offer ideas for handing content in different areas. Some of the key components of good student activities are identified below. It is important to note that the best discipline is a good lesson plan.

### *Key Components:*

#### A. Introductory Activity

- 3x5 Cards

#### B. Explanation

- Directions
- Questions
- Discussion

#### C. Active Participation

- Individual
- Small Group

#### D. Discussion and Sharing

#### E. Closure and Summary

### *Notes:*

Plan to use the full class period.

Create lessons that are relevant.

Be prepared to grade your improvised lessons.

Announce to students that your lesson is to be turned in at the end of the period, read aloud, and shared in groups.

Be sure to have needed supplies.

Be sure enough handouts are available.

Are you familiar with the lesson?

Are you familiar with other instructional materials?

Consider using the school's videotape equipment to tape the activities of the class for lengthy Guest Teacher assignments of a week or more. Whether you have students solve problems on the board, read aloud, work in groups, or do some other creative activity, these activities can be videotaped and thereby add variety and interest.

You can help your students by preparing an interesting variety of stories that engage interest, expand vocabulary and literary appreciation, and increase recognition of word usage in context.

**LESSON PLAN FORMATS: (EXAMPLE #1)**

Date: \_\_\_\_\_ Week: \_\_\_\_\_ Lesson:  
\_\_\_\_\_

**Objective(s):**

**Anticipatory Set:**

**Class Activities:**

**Key Terms/Concepts:**

**Closure:**

**Comments/Evaluation/Suggestions:**

## LESSON PLAN FORMATS: EXAMPLE #2: THE FIRST FIVE MINUTES

When no lesson plans or other materials are available, here are some things the Guest Teacher can do to optimize the instructional time.

**Developing rapport** as quickly and efficiently as possible can be accomplished by immediately engaging the students in activity. A simple, yet useful introductory activity would be to:

- Give each student a 3x5 card.
- Direct students to write his/her name on the card and then write down three things that best describe:
  - a) “How are you when you are not at school?”
  - b) “What do you like best about yourself?” or
  - c) “What do you like about school?”  
(Choose any three from **Topics** handout.)
- Give the students four minutes to complete this task and then collect the cards.
- Move around the room while the students fill out the cards. Positive comments made to students will help you establish rapport.

**Maximizing instructional time** requires taking care of managerial tasks while students are involved in activities. The introductory activities mentioned above can be used:

- Take care of roll at the end of the class or end of the teaching day or while students are busy with other tasks.
- To elicit discussion.
- By students as a point of departure for a writing assignment.
- To write comments regarding student responses/interactions for the regular teacher.
- Within a Guest Teacher’s own “on-the-spot” lessons.

## TOPICS

1. What color do you feel like today? Tell why you chose that color.
2. Tell about an experience/time when you made someone happy.
3. If you could teach everyone in the world just one thing (e.g., an idea, a skill, a fact, et cetera)--what would it be?
4. If you could be talented in something in which you are not talented now, what would it be?
5. Write about something you like to do that you do well.
6. How good a friend are you?
7. Tell me something about this school you think I don't know.
8. Answer the following:
  - The best thing about being me is . . .
  - I need . . .
  - I wonder about . . .
9. Answer the following:
  - I do my best work when . . .
  - I wish I had the courage to . . .
  - Anything you want to say/write about.
10. Answer the following:
  - I see myself as . . .
  - Something I do well is . . .
  - My greatest physical asset is . . .
11. Answer the following:
  - I often think about . . .
  - More than anything else, I would like to . . .
12. If you could have one thing you really wanted--anything--what would it be? Tell why you want it; what having it would do for you; how would it change your life? Et cetera.
13. Whom do you admire the most? In what way(s) does that person inspire and encourage you?
14. What do you value most in a relationship?
15. Write about something that's been on your mind lately.
  - What exactly is it?
  - Why has it been on your mind?
  - What is it doing for you?
  - Are you finished with it now?
16. In your opinion, what does having winning athletic teams do for school atmosphere/environment/spirit/pride? Do you participate on an athletic team? Does any of this make a difference?



## GENERIC LESSON PLANS: ALL CONTENT AREAS

For grades one through twelve, the Guest Teacher should have 40 copies of recent magazine/newspaper article that is appropriate (interest wise) to the grade level. Time frames are included to help the Guest Teacher keep the lesson moving. Students should be monitored and if additional time is needed, then the Guest Teacher can make adjustments as necessary.

Step 1:	Read the article (aloud as a class or individually).	5 - 7 min
Step 2:	Students then pick out 3 - 5 key ideas.	3 - 5 min
Step 3:	Students work in groups of three to share their ideas and come to a consensus	3 - 5 min
Step 4:	The Guest Teacher can call on each group to share their ideas with the class and write them on a chalkboard or overhead.	5 - 7 min
Step 5:	A discussion on how to identify key ideas and which ideas are most central to the article can follow.	10 - 15 min

### Additional Steps:

- Students can answer questions about the article. The Guest Teacher should have 5 -10 questions prepared and on an overhead transparency or written on a chalkboard or whiteboard.
- Students can write concise thesis statements.
- Students can write short essays about the key ideas.

## GENERIC LESSON PLANS: ALL CONTENT AREAS EXPANDED

Step 1:	Pre-Reading Activity	[5 min.]
Step 2:	Read the Review	[5 min.]
<ul style="list-style-type: none"> <li>• The Guest Teacher should have 40 copies of a recent movie review.</li> </ul>		
Step 3:	Brainstorming Activity	[3 min.]
	<ul style="list-style-type: none"> <li>• Students quickly write down any and everything that comes to mind about the review.</li> </ul>	
	Guiding questions:	
	<ul style="list-style-type: none"> <li>• What stands out for you?</li> </ul>	
	<ul style="list-style-type: none"> <li>• What seems to be the main point?</li> </ul>	
	<ul style="list-style-type: none"> <li>• How does it feel?</li> </ul>	
	<ul style="list-style-type: none"> <li>• What does it make you think of?</li> </ul>	
	<ul style="list-style-type: none"> <li>• Can you relate in any way(s)? How?</li> </ul>	
	<ul style="list-style-type: none"> <li>• What opinion is expressed?</li> </ul>	
Step 4:	Pre-writing Activity	[4 min.]
	<ul style="list-style-type: none"> <li>• Using the pre-reading questions, students are to provide any additional information and details they can, having now read the review.</li> </ul>	
Step 5:	Rough Draft Writing	[10 - 15 min.]
	(See <b>Rough Draft Writing Activity</b> handout.)	
Step 6:	Read Rough Draft to a Partner	[5 - 10 min.]
	<ul style="list-style-type: none"> <li>• Partner is to sign the rough draft after it has been read.</li> </ul>	
Step 7:	Students are to staple together all their writings and turn them in to the Guest Teacher. The review copies should be collected separately for use with the other classes.	

### Additional Steps:

- Students can read their essays aloud to the class.
- Students can work on editing and proofreading their essays with a partner.
- See **Peer Evaluation Form** handout.

## GENERIC LESSON PLANS: PRE-READING ACTIVITIES

### Directions:

You will be reading a recent movie review. Below are different ideas that may or may not be included in the review. Circle YES if you think the idea would **probably** be in the review, MAYBE if the idea **could** be in the review, or NO if the idea would **not** be in the review.

After you circle your choice, use the space that follows to explain why you chose as you did.

1. Description of Characters: YES    MAYBE    NO

Because:

2. Opinion of Acting Quality: YES    MAYBE    NO

Because:

3. Summary of the Plot: YES    MAYBE    NO

Because:

4. Mention of Costumes: YES    MAYBE    NO

Because:

5. Technical Aspects of Filming: YES    MAYBE    NO

Because:



## GENERIC LESSON PLANS: PEER EVALUATION FORM FOR STUDENT WRITING

- Step 1        Read your paper aloud to your partner.
- Step 2:        Your partner reads your paper aloud to you.
- Step 3:        Together, point out the “good stuff”; tell him/her what you like about his/her essay.
- Step 4:        Tell the writer whether or not you see any problems with any of the following features of his/her paper, and discuss improvements.

	Yes	No
The ideas in this essay are organized.		
Wording		
Coherence		
Handwriting is neat legible.		
Sentence Length		
Spelling		
Subject-verb Agreement		
Punctuation		
Apostrophes		
Commas		
Quotations Marks		

This essay responds to the directions given in either Topic A or Topic B.

This essay uses complete sentences, which have been logically grouped into paragraphs.

**Step 5:        Write your final draft (black ink or typed).**

## GENERIC LESSON PLANS: ENGLISH

- A. Read an interesting short story aloud to the class (i.e., Alexander and the Terrible, Horrible, No Good, Very Bad Day).
- ✓ Have students brainstorm their own list of "Bad Day" events.
  - ✓ Students can then write "Bad Day" stories. The emphasis should be on humor.
  - ✓ Have students work in pairs and edit stories.
  - ✓ Finally, have students read their stories aloud to the class.
- B. Bring in 35 different paperbacks.
- ✓ Give each student a book.
  - ✓ Tell the students they will be reading silently for approximately 10 minutes. At the end of their reading they will have 6 minutes to write a brief summary.
  - ✓ Repeat with a different book.
  - ✓ Have students read their summary(s) aloud and comment on whether they would recommend reading the entire book or not.
  - ✓ Encourage students to skim and read different parts of the book(s).
- C. Have each student draw a simple design and then give written directions to a partner on how to make the same design.
- ✓ Students then trade descriptions and draw the design following only the written directions.
  - ✓ Have students share their designs and comment on how well their partner was able to reproduce their designs.
  - ✓ Have the students discuss any step that may have been left out or could have been added.
  - ✓ This activity can be repeated and the students can draw more complex designs.
- D. Have the students close their eyes.
- ✓ Make a sound.
  - ✓ Students are then to open their eyes and write a description of the sound.
  - ✓ Have students strive to include as much reference to sensory details as possible.
  - ✓ Students can read their descriptions aloud and discuss how they represent sounds in the same ways and differently.
- E. Bring in 35 objects (i.e., paper clip, walnut, ink pen).
- ✓ You can put the objects in a paper bag and have students randomly pick one.
  - ✓ Have students conceal their objects.
  - ✓ Give students about 10 minutes to write a description of their object.
  - ✓ In pairs, have students exchange their descriptions and try to guess what object.
  - ✓ Then have the partners expand the descriptions.
- F. Have students list five song lyrics.
- ✓ Arrange students in groups of three.
  - ✓ Students are to put their lyrics together and write a poem.
  - ✓ Remind students NOT to use rhyme
  - ✓ Make sure their poem looks like a poem.
  - ✓ They are to strive for meaning and theme.
  - ✓ Poems can be read aloud to class.

**Note:** English lessons should focus on writing, reading, listening, and discussing. Emphasize the use of the writing process: brainstorming, prewriting, rough draft, editing, and final draft. Include a variety of forms: business letters, poems, essays, summaries, stories, descriptions, etc.

## GENERIC LESSON PLANS: WORLD LANGUAGES

- A. Using a cassette tape recorder, record students introducing each other, describing a partner using the vocabulary they've learned, describing objects in the classroom, et cetera in the target language. The cassette tape can then be left for the regular teacher.
- B. Working in pairs, give each student a card with the name of a famous person written on it.  
Then each student tries to discover who is on his/her partner's card by asking questions, which can only be answered with "yes" or "no."  
Questions must be asked in the language students are learning.  
Example questions: "Do I live in America?" "Do I live in Spain?" "Am I still living?" "Am I an athlete?"  
Once all students have discovered the name on the card, the class meets as a group and each student gives an oral or written summary about the person s/he discovered.
- C. Individually, students can describe, in writing, a custom from the culture/country they are studying.  
Students can then compare the custom to what is done in this country.  
Finally, students can present their writing to the class by giving an oral presentation in the language they are studying. (Note: This is an activity for an advanced class.)
- D. Bring in postcards from foreign countries.  
Have students describe what they see using the language.  
Students can then make mini presentations to a partner.
- E. Bring in travel sections of a newspaper.  
Students are to read the articles and write a summary (in the target language if possible).  
Summaries can be shared in small groups or presentations given to class.
- F. Have each student draw a simple map for getting from one side of campus to the other or some specific location on campus.  
Have students write the directions in the target language.  
Students then trade descriptions and draw the map following only the written directions.  
Have students share their maps and comment on how well their partner was able to reproduce their maps.  
Have the students discuss any step that may have been left out or could have been added.  
This activity can be repeated and the students can draw more complex maps.

Note: World Languages lessons should focus on writing, reading, listening, and discussing. Emphasize the use of the writing process: brainstorming, prewriting, rough draft, editing, final draft, and the vocabulary of the target language. Include a variety of formats including: letters, poems, essays, summaries, stories, descriptions, et cetera.

## GENERIC LESSON PLANS: HEALTH

- A. Use news items (i.e., Cryogenics: The Frozen World) and challenge students to construct words using only the letters in the title.  
Award points for legitimate words created.  
Students can work individually, in pairs, or in groups.  
Make a game out of this activity.
- B. Read current news articles to the class.  
Discuss the issues in the articles.  
Have students write a brief summary of the key points made in the article.  
Have students write an essay agreeing or disagreeing with the issues presented.  
Focus the students on using information presented in the article to support their position.
- C. Arrange students in groups of three.  
Give each group a current article.  
Have the group summarize the important points of the article.  
Have the group write their responses that support or refute the article's points.  
Have each group share their responses to their article.
- D. Using vocabulary words from the student textbook make a list of words and their definitions.  
Have students quickly make up a five-by-five-square grid Bingo card.  
Choose 25 words and write them on the chalkboard.  
Have students randomly write the words into each square.  
When all students are ready, ask a question that is correctly answered by a word in a square of the bingo card.  
As they answer the questions, students can put an "X" over the appropriate square.  
The student with bingo reads his/her answers out loud.
- E. Have students write an article to convince someone not to smoke or use drugs (or some other topic).  
Students can work in groups or individually.  
Encourage students to use as many facts in their article as possible.  
Students will read their articles aloud.
- F. Arrange students in groups.  
Give each group a large piece of butcher paper and a package of colored pens or pencils.  
Ask the students to make a mind-map answering this question, "What behaviors need to be demonstrated in order to maintain a healthy body and mind?" Subtopics such as: nutrition, genetics, drugs, hygiene, dieting, exercise, stress management, etc. can be used as the main topic and the process can be repeated.
- G. Students can work in groups or individually.  
Have students write about these topics: steroid use, aids, values of exercise, good nutrition, quality health care, muscular development, tobacco use, alcohol use, drugs, environmental issues, safety at home and on the streets, etc.  
Students may write essays, brochures, fliers, etc.
- H. Have students work in groups of three.  
Each group is to write a summary of the subject matter it is currently studying.  
Summaries can be read aloud and discussed.



## GENERIC LESSON PLANS: MATHEMATICS

- A. Ask the students to estimate the dimensions of their arms, a desk, or notebook. Measure and compare the answers. Make bar graphs to illustrate the results.
- B. Make up a measurement scavenger hunt. For example, have each student find an object that is 14cm by 30cm by 2cm. Students can work in groups or individually. Make a game out of this activity and award points for the most items found, the variety of sizes found, et cetera.
- C. Make a scaled map of the classroom. Have students estimate various paths taken in the room by various individuals. For example, how many steps would a five-foot male take to go from the front of the room to the back? How many for a three-inch white mouse?
- D. Have students work in groups of three. Each group is to list as many different kinds of problems (with their solutions) it has learned to solve that year. Award points for the greatest number of problems listed and solved. Group's members can put samples on the chalkboard for other students to see.
- E. Show students a vivid picture/poster or have them study the contents of a desktop. Give them about three minutes to memorize the details or items. Then, without looking at the picture or desktop again, they must list the details or items they saw. Make a game out of this activity and award points. Students may work in groups or individually.
- F. Have students solve a particularly simple problem:  $187 + 357 = \underline{\hspace{2cm}}$ . Then have students describe in writing how they arrived at the answer. Have students solve a particularly difficult problem:  $\underline{\hspace{2cm}}$ . Then have students describe in writing how they arrived at the answer. Have students read their "thinking processes" aloud.
- G. Have students work in groups of three. Each group is to write a summary of the subject matter they are currently studying. Summaries can be read aloud and discussed.
- H. Have students make lists. Students may work in groups or individually. Have the class brainstorm ideas for lists; keep students focused on topics that relate specifically to math. Have students respond to the ideas by listing everything that would fall under that heading. Have a contest for the longest list. Some possible topics might include:  
How math helps me.  
How technology improves my day.  
All the squares, circles, triangle . . . in the classroom.

## GENERIC LESSON PLANS: PHYSICAL EDUCATION

- A. Bring out basketballs. (Check for availability.)  
Have students play.  
Monitor students.  
All students should be actively participating.
- B. Do group exercises/aerobics.  
Class can be divided into groups and a game made out of how many of certain exercises each group can do (i.e., push ups, sit ups, leg lifts).
- C. Various activities students can safely do include:  
Rope jumping  
Aerobics  
Calisthenics  
Jogging/Walking  
Stair-stepping
- D. Have students choose a physical movement (i.e., a push up).  
Have each student do that movement.  
Then have each student take a moment to visualize doing the movement.  
Have the students describe in writing how that movement feels, looks, and sounds.  
Have the students do the movement again.  
Have the students comment (verbally and/or in writing) about the changes they noticed between the first time they did the movement and the second time.  
This activity may be repeated with different movements.
- E. Read current news articles to the class (i.e., Magic Johnson Aids Story).  
Discuss the issues in the articles.  
Have students write a brief summary of the key points made in the article.  
Have students write an essay agreeing or disagreeing with the issues presented.  
Focus the students on using information presented in the article to support their position.
- F. Arrange students in groups of three.  
Give each group a current article.  
Have the group summarize the important points of the article.  
Have the group write its responses that support or refute the article's points.  
Have each group share its responses to the article.
- G. Have students choose an athlete they've studied or know something about.  
Students can work in groups or individually.  
Students are to write a story about this athlete's contributions to the sport using as many facts as possible.  
Students will read their stories aloud.
- H. Have students work in groups of three.  
Each group is to write a summary of the subject matter it is currently studying.  
Summaries can be read aloud and discussed.

**Note:** Always secure any equipment used at least ten (10) minutes prior to the end of the class period. Also, be sure to supervise the locker room areas.

## GENERIC LESSON PLANS: SCIENCE

- A. Use news items (i.e., Exxon oil spill) and challenge students to construct words using only the letters in the title.  
Award points for legitimate words created.  
Students can work individually, in pairs, or in groups.  
Make a game out of this activity.
- B. Read current news articles to the class.  
Discuss the issues in the articles.  
Have students write a brief summary of the key points made in the article.  
Have students write an essay agreeing or disagreeing with the issues presented.  
Focus the students on using information presented in the article to support their position.
- C. Arrange students in groups of three.  
Give each group a current article.  
Have the group summarize the important points of the article.  
Have the group write its responses that support or refute the article's points.  
Have each group share its responses to the article.
- D. Using vocabulary words from the student textbook, make a list of words and their definitions.  
Have students quickly make up a five-by-five-square grid Bingo card.  
Choose 25 words and write them on the chalkboard.  
Have students randomly write the words into each square.  
When all students are ready, ask a question that is correctly answered by a word in a square of the bingo card.  
As they answer the questions, students can put an "X" over the appropriate square.  
The student with bingo reads his/her answers out loud.
- E. Have students write an article to convince someone not to smoke or use drugs (or some other topic).  
Students can work in groups or individually.  
Encourage students to use as many facts in their article as possible.  
Students will read their articles aloud.
- F. Have the students guess the color distribution of a small bag of M&Ms.  
Open the bag and graph the results.
- G. Have the students estimate the dimensions of their arms, a desk, or a notebook.  
Then measure and compare answers.  
Students can also make bar graphs with the results.
- H. Have students invent a plant or animal that will survive in a particular environment.  
Have them write about this plant or animal.  
Encourage students to focus on the details of the plant or animal.
- I. Have students work in groups of three.  
Each group is to write a summary of the subject matter it is currently studying.  
Summaries can be read aloud and discussed.

## GENERIC LESSON PLANS: SOCIAL STUDIES

- A. Use news items (i.e., Super Tuesday) and challenge students to construct words using only the letters in the title.  
Award points for legitimate words created.  
Students can work individually, in pairs, or in groups.  
Make a game out of this activity.
- B. Read current news articles to the class.  
Discuss the issues in the articles.  
Have students write a brief summary of the key points made in the article.  
Have students write an essay agreeing or disagreeing with the issues presented.  
Focus the students on using information presented in the article to support their position.
- C. Arrange students in groups of three.  
Give each group a current article.  
Have the group summarize the important points of the article.  
Have the group write its responses that support or refute the article's points.  
Have each group share its responses to the article.
- D. Give students five vocabulary words that relate to current issues (i.e., Electoral College, impeach).  
Students are to look up the definitions and give examples of how the terms are currently being used or could be used.  
Students may also write a scenario using these words.
- E. Have students choose a historical figure they've studied or know something about.  
Students can work in groups or individually.  
Students are to write a story about this historical figure using as many facts as possible.  
Students will read their stories aloud.
- F. Have students write campaign speeches for various presidential candidates. Lincoln could be running for president against Nixon for example.  
Students may work individually or in groups.  
Have students read their speeches to the class.
- G. Have students work in groups of three.  
Each group is to write a summary of the subject matter it is currently studying.  
Summaries can be read aloud and discussed.
- H. Have students describe the details of a particular historical event for which there is little or no information (i.e., eruption of Mt. St. Helen's, where is Hitler today).  
Students can read their stories aloud.
- I. Have students work in pairs.  
Give each partner a different historical event.  
Each student will then describe the event without saying exactly what that event is.  
Students exchange papers and try to identify the event.



## GENERIC LESSON PLANS: SPONGE ACTIVITIES

One of the most difficult components of the instructional process for Guest Teachers to predict is the time frame necessary for doing activities. Even when lesson plans have been left for the Guest Teacher, time factors can be unpredictable. To fill gaps with worthwhile learning experiences, the Guest Teacher can use any of the following **sponge activities**. The time needed for these activities can be lengthened or shortened as needed.

1. Turn to your neighbor.  
One of you tells the other about an interesting experience you have had.  
The listener must be prepared to re-tell the story to the class.
2. Make a list of five things you do after school.
3. List 5 - 10 words on the board.  
Students are to put them in alphabetical order within one minute.  
Ask students to list places where they would find words, items, et cetera listed alphabetically (e.g., library, telephone book, atlas, indexes . . .)
4. Have students write the alphabet down the left side of their paper.  
Within a specified time limit, students are to write a word that begins with as many of the letters as possible based on course content.  
Categories can be animals, foods, trees, adjectives, et cetera.

Use the list to write a poem following this pattern:

- a. Select a topic.
  - b. Poem must be 10 lines or shorter.
  - c. Use exact descriptions and comparisons.
  - d. Use as many words from your list as possible.
  - e. Poem must look and sound like a poem.
  - f. Add punctuation.
5. Allow 3 - 5 minutes for students to make a list of words related to a given category such as "circus." Choose categories appropriate to the prepared lesson.
  6. Write a letter on the board.  
Students have two minutes to write as many words as they can that begin with that letter.  
Use words in a poem.
  7. Have students print name vertically along left margin.  
Then they write an adjective to describe themselves beginning with each of the letters.  
An alternative would be to have students write a phrase to describe themselves with the first word beginning with each of the letters.  
(They may use the name of someone else.)
  8. Write ordered pairs of numbers on the board (e.g., 8, 64; 3, 9; 6, 36) to establish a pattern.  
Then give only one number.  
Students tell what the second number in the pair would be according to the pattern.

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## **SECTION 7: WEBCONNECT**



<https://subfinder.phxhs.k12.az.us/webconnect/login/login.asp>

**SUBFINDER FOR SUBSTITUTES  
“WEBCONNECT”**

**TABLE OF CONTENTS**

SubFinder.....	80
How Does It Work? .....	80
System Access.....	81
Available Jobs .....	82
Current Jobs .....	83
Cancelling a Job .....	84
Personal Information .....	85
General Information .....	85
Address .....	85
Certification .....	86
Availability .....	86
Sites .....	87
Position.....	87
DND/Unavailable .....	88
Adding a Record .....	88
Reviewing/Editing Records .....	90
Tutorial .....	91
Log Out.....	91

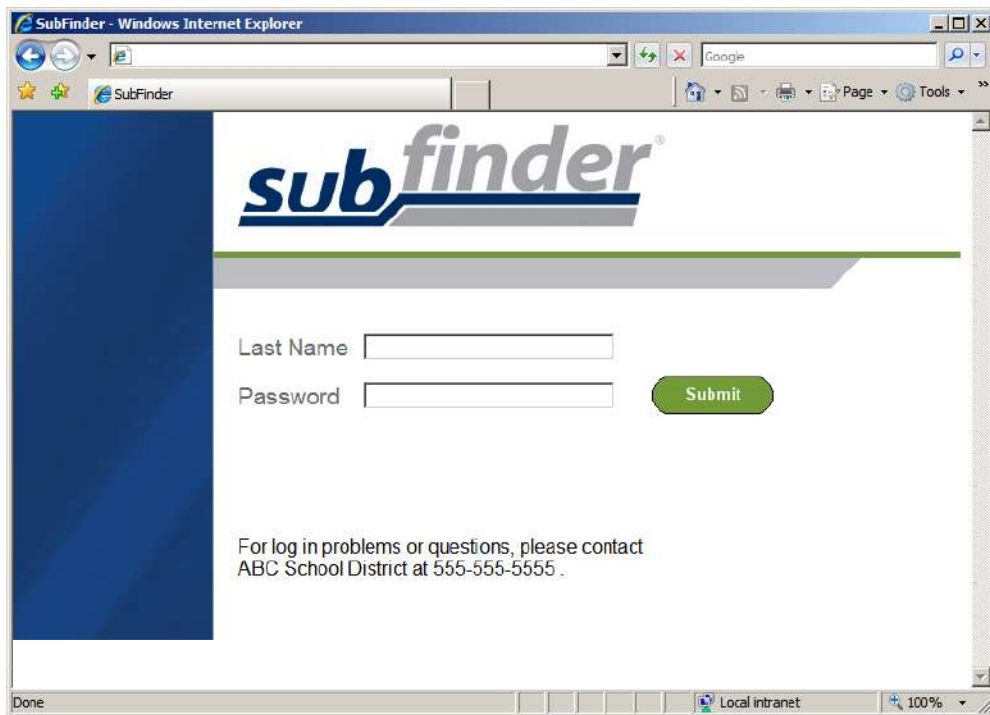
## SubFinder

Using SubFinder online, substitutes can quickly accomplish routine tasks such as checking available jobs and reviewing current jobs. The entire workforce has easy-to-use, secure access to all of the same great features available from SubFinder via telephone, plus additional features optimized for the Internet.

### How Does It Work?

SubFinder online works in conjunction with your SubFinder system. It uses the existing database and complements the telephone operation of SubFinder. All data becomes instantly available, regardless of the method of entry.

SubFinder online is used to access SubFinder from your home or office computer, or any computer that has Internet access. Simply enter your District's web address for SubFinder in your Internet Browser address line, press **Enter** on the keyboard, and the SubFinder Log In screen will appear.

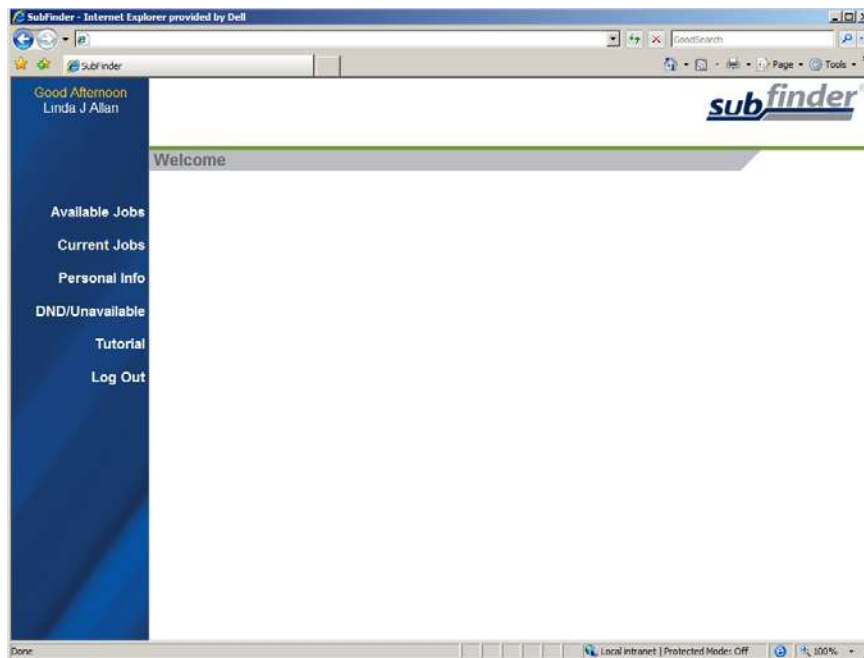


## System Access

To access SubFinder, simply enter your last name in the **Last Name** field and your PIN in the **Password** field and click **Submit**.

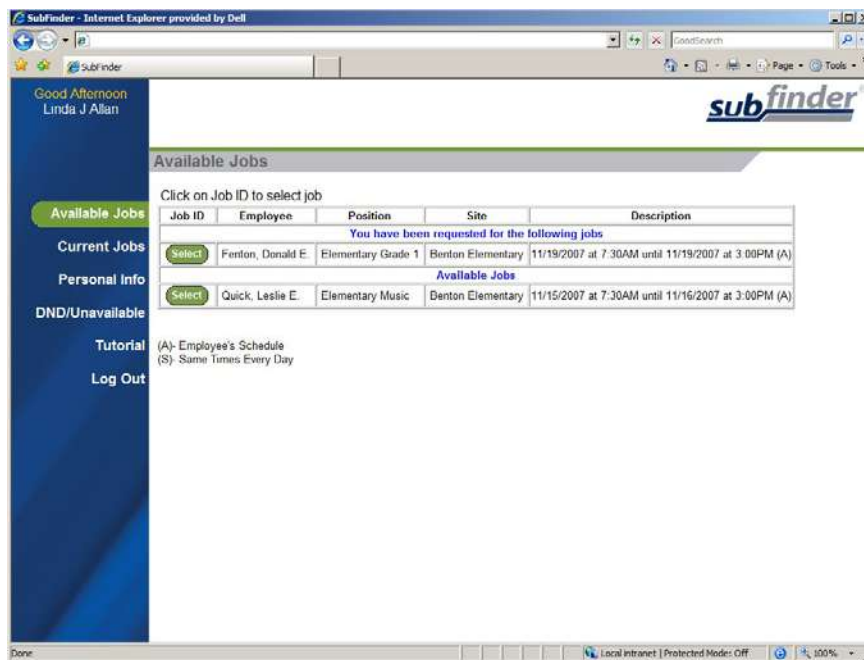


The opening screen will appear. On the left side of the screen are the buttons that give you access to various options. These include **Available Jobs**, **Current Jobs**, **Personal Info**, **DND/Unavailable**, **Tutorial**, and **Log Out**.



## Available Jobs

To view available jobs, click **Available Jobs**. SubFinder will display a list of all available jobs for which you qualify. If you have been specifically requested for one or more jobs, those jobs will appear first within the grid. To accept a job, click **Select** in the Job ID column.



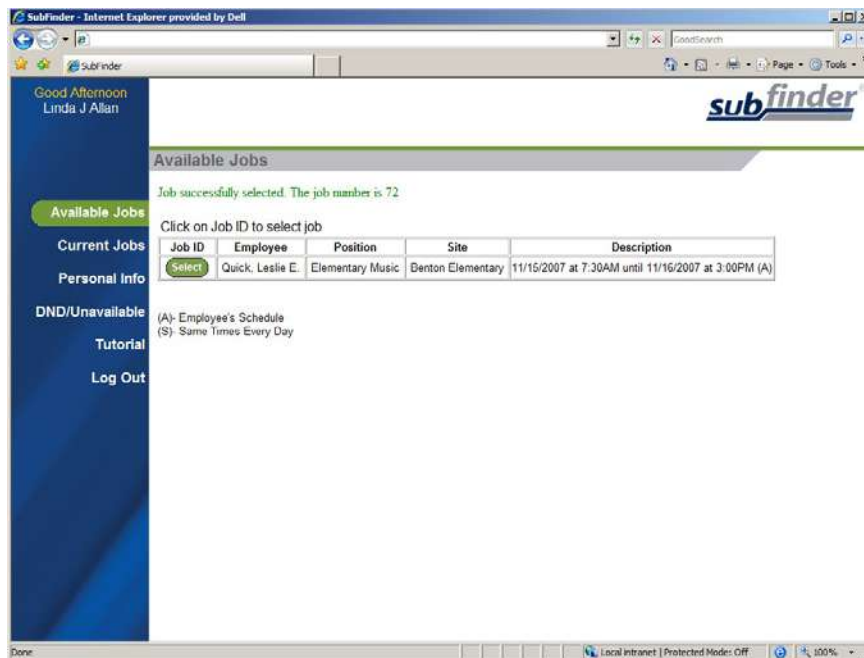
Once a job has been selected, SubFinder will offer additional details related to the job. If Special Instructions were recorded, they will either be shown on this screen or a message will be displayed instructing you to call SubFinder to hear them. Site directions (if available) can be accessed by clicking the Site Directions hyperlink.

Depending on the specific job, you will be offered up to three options: **Reject Job**, **Accept Job**, or **Don't Accept Job**. Simply choose the one you desire.

- **Reject Job:** Indicates that you are not interested in this job. SubFinder will not offer this specific job to you again.
- **Accept Job:** Indicates that you are able and willing to fulfill this job request.
- **Don't Accept Job:** Indicates that you are not interested in accepting the job *at this time*. SubFinder will return you to the list of available jobs and the specific job will be available to review and possibly accept at a later time (as long as another substitute does not accept it first).



If you choose to accept a job, SubFinder will display a message indicating success, provide you with the job number, and list any remaining jobs for which you are qualified to work. Remember to write down the job number for future reference.



## Current Jobs

To view your current assignments, click **Current Jobs**. SubFinder will display all of your jobs in descending order based on the start date/time. Information displayed will include the Job ID, the employee for whom you will substitute for, the position, the site, and the dates and times of the job.

If Special Instructions and/or Site Directions are available for a particular job, they can be accessed by clicking the hyperlink in the appropriate column.



## Canceling a Job

If you need to cancel a future job, click the button in the Job ID column. SubFinder will display the details of the job and ask you to verify that you do wish to cancel the job. You may also be asked to provide a reason for the cancellation. To proceed, click **Cancel Job**. If you do not wish to cancel the job, click **Don't Cancel**.



## Personal Information

To review your personal information, click **Personal Info**. A screen will appear that includes your Name, SubFinder-assigned ID Number, PIN, and Employee Number along with several tabs – General Info, Address, Certifications, Availability, Sites, and Positions.

Depending on the permissions established by your district, you may be able to edit the name and PIN fields.

## General Information

The General Information tab displays your Home Site, Max Days to Work, Total Days Worked (for the current school year), Certified Job Days (for the current school year), Max Hours/Week, Hire Date, Date Added (the date you were added to the SubFinder system), and Certified/Classified status. This information can only be viewed; you cannot make any changes.

SubFinder - Internet Explorer provided by Dell

Good Afternoon  
Linda J Allan

subfinder

### Personal Info

First Name	MI	Last Name	Substitute ID	PIN	Number
Linda	J	Allan	2169	1893	1893

General Info | Address | Certification | Availability | Sites | Positions

Home Site: [Dropdown]

Max Days to Work: [Input]

Total Days Worked: 6.5

Certified Job Days: 6.5

Max Hours/Week: [Input]

Hire Date: 5/22/1982

Date Added: 11/1/2004

Certified  
 Classified

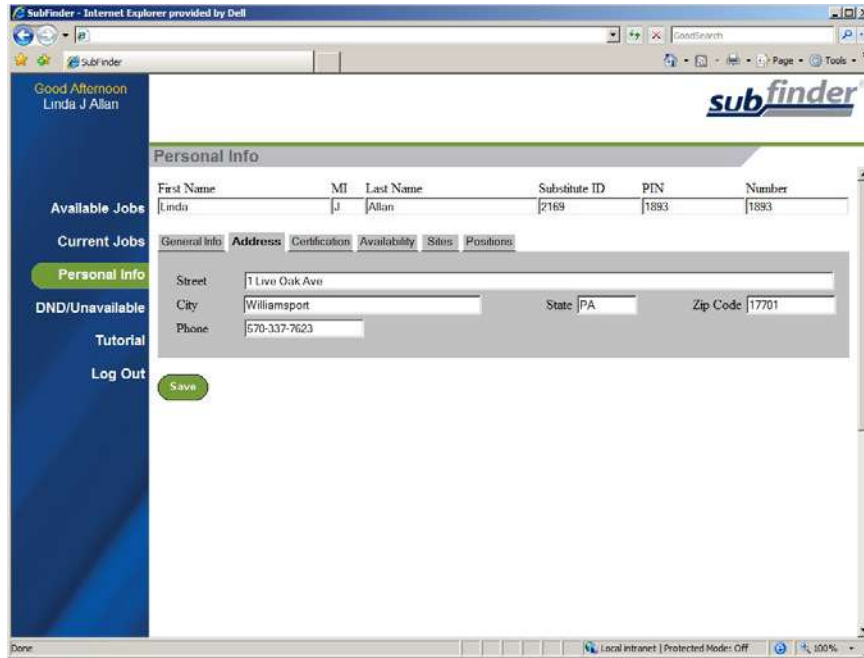
Save

## Address

The Address tab displays your address and telephone number. Depending on the permissions established by your district, you may be able to edit the address and telephone number fields.

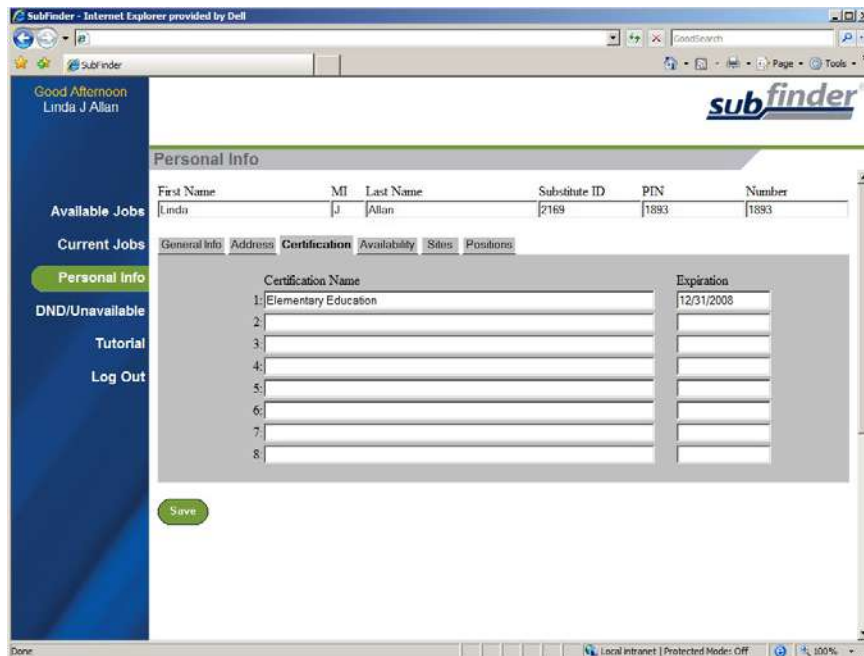
NOTE: If the district allows you to edit your telephone number, it is very important that you keep the information up-to-date or you will not receive calls from SubFinder. If the change is permanent, you must still follow the appropriate procedures required by the district to make changes to personal information.





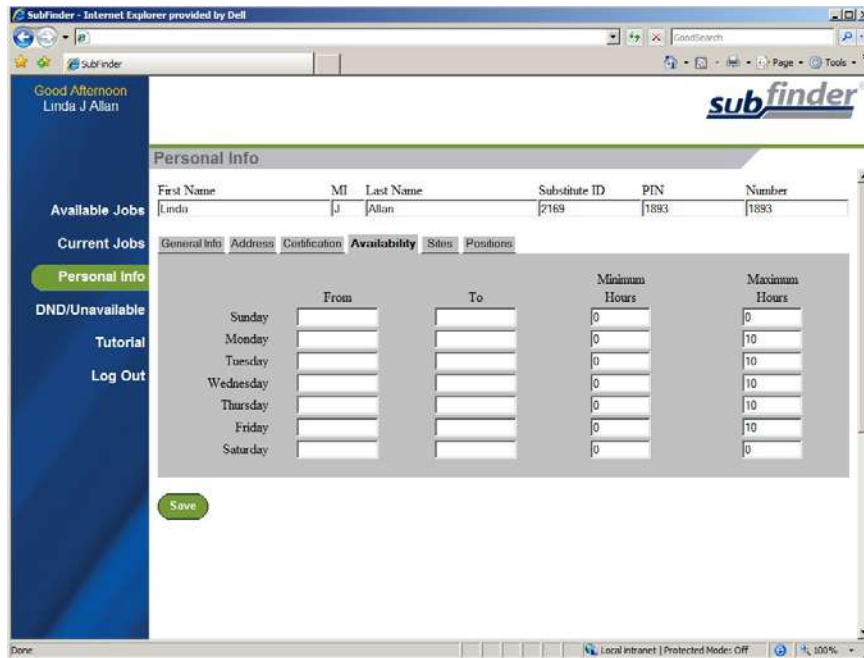
## Certification

The Certification tab displays any certifications you hold and their expiration dates. This information can only be viewed; you cannot make any changes.



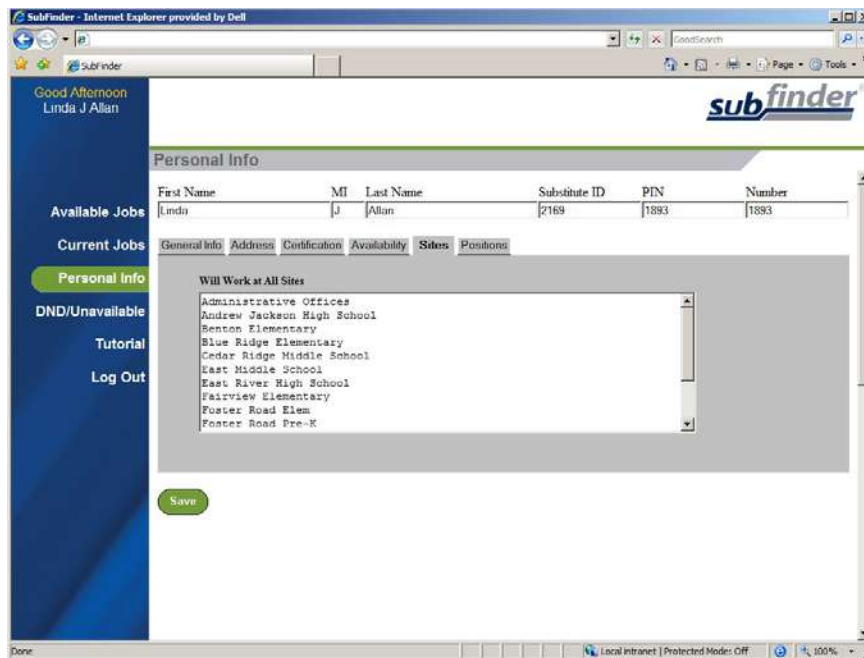
## Availability

The Availability tab displays your availability on a daily basis, Sunday through Saturday, and this information will have a direct affect on what jobs SubFinder can offer to you, Depending on the permissions established by your district, you may be able to edit the From, To, Minimum Hours and Maximum Hours fields.



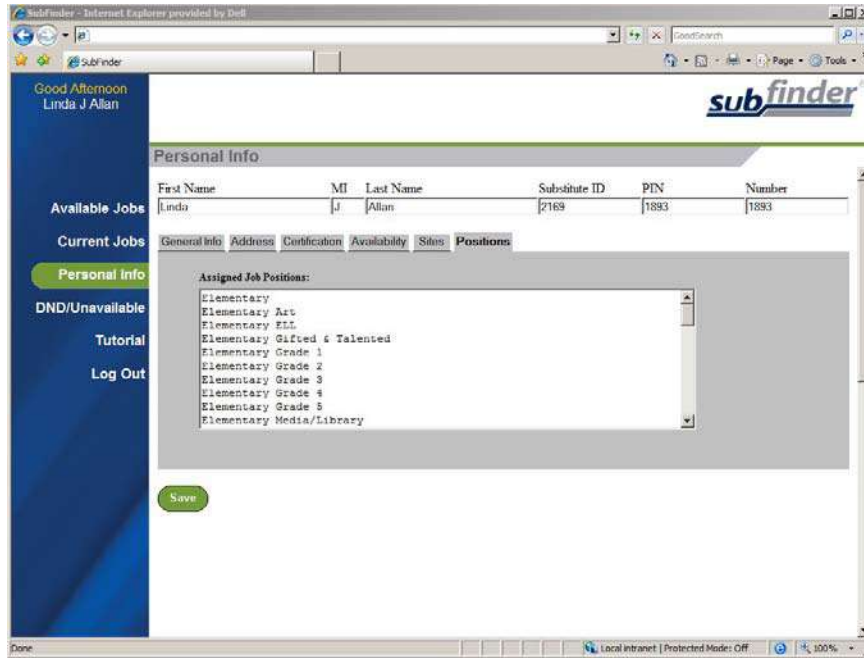
## Sites

The Sites tab displays a list of the sites where you are (or are not) willing to work. This information can only be viewed; you cannot make any changes.



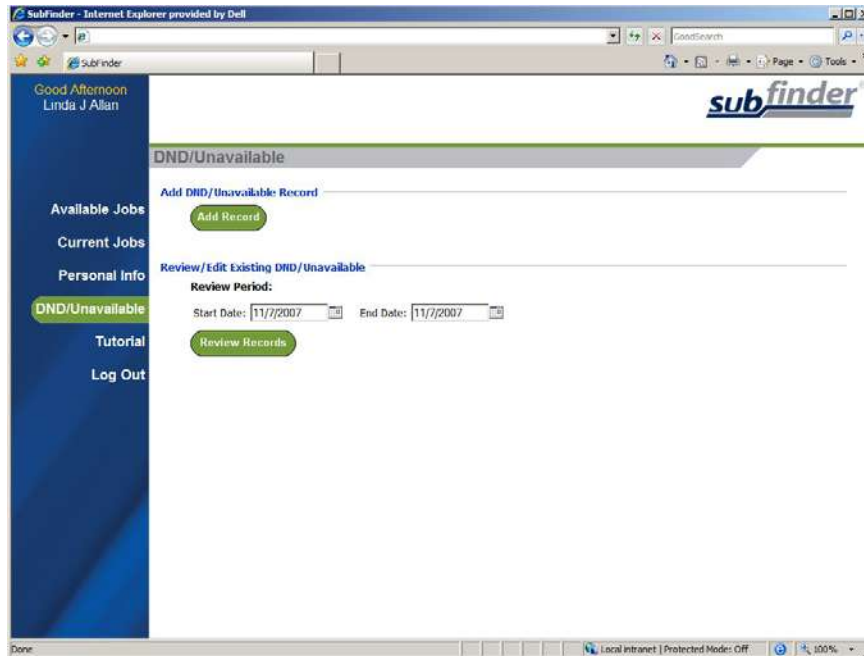
## Positions

The Positions tab displays a list of the job positions which have been assigned to you. This information can only be viewed; you cannot make any changes.



## DND/Unavailable

To manage your Do Not Disturb and Unavailable records, click **DND/Unavailable**. SubFinder will provide you with the options to add a new record and review/edit existing records.

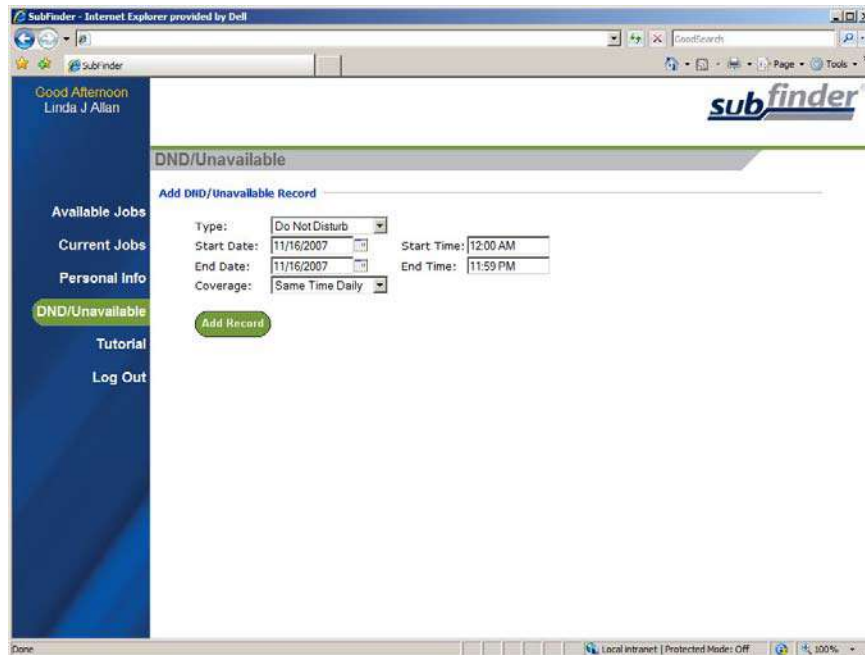


## Adding a Record

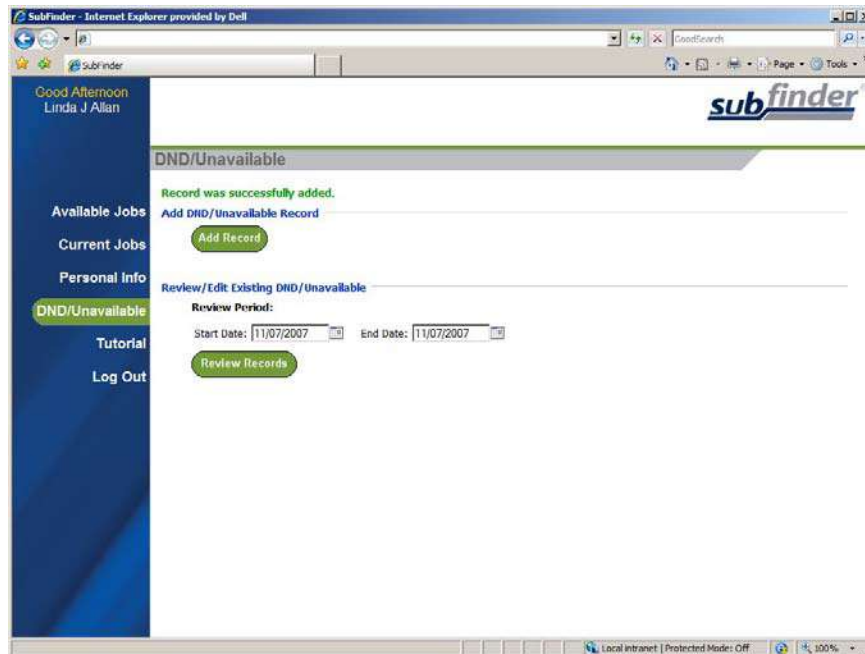
To add a new event, click Add Record, SubFinder will display the Add DND/Unavailable Record screen.

**DND** and **Unavailable** records can be added for a portion of a day, a single day, or a date range. Furthermore, when specifying a date range, you can add a record for the same times every day (i.e. 5:00

am until 6:30 am) or indicate that the record should cover the entire period. Simply enter the Type, Start and End Dates and Time, and the Coverage.

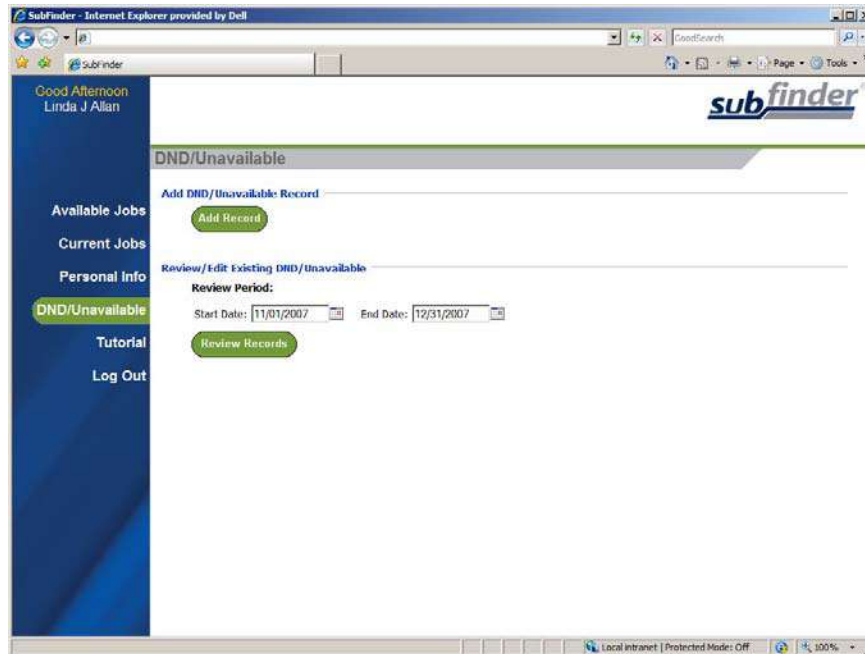


Click **Add Record** to save the record and return to the initial DND/Unavailable screen with a message indicating success.

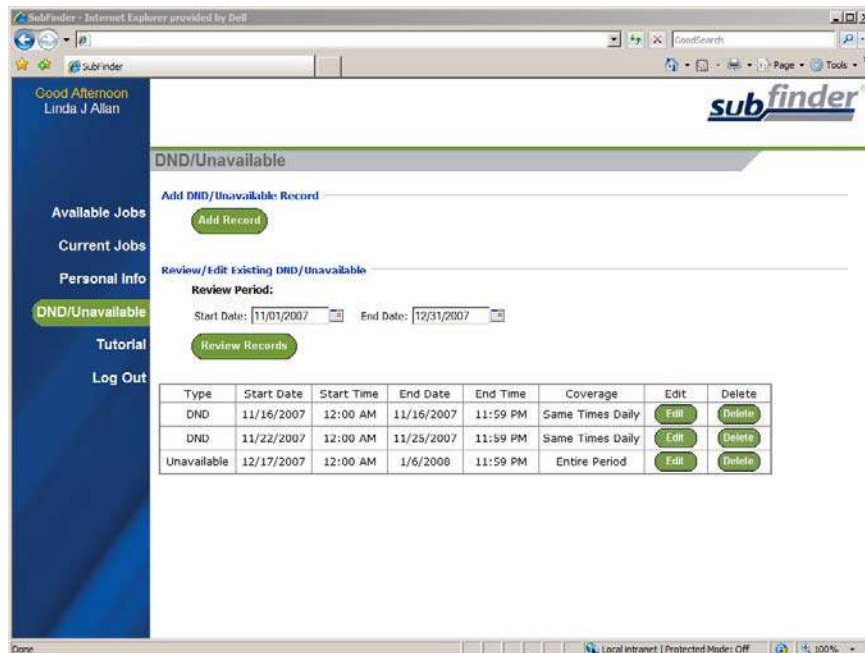


## Reviewing/Editing Records

You can also review any DND or Unavailable records that have already been entered. To review records, enter the Start and End Dates and click **Review Records**.

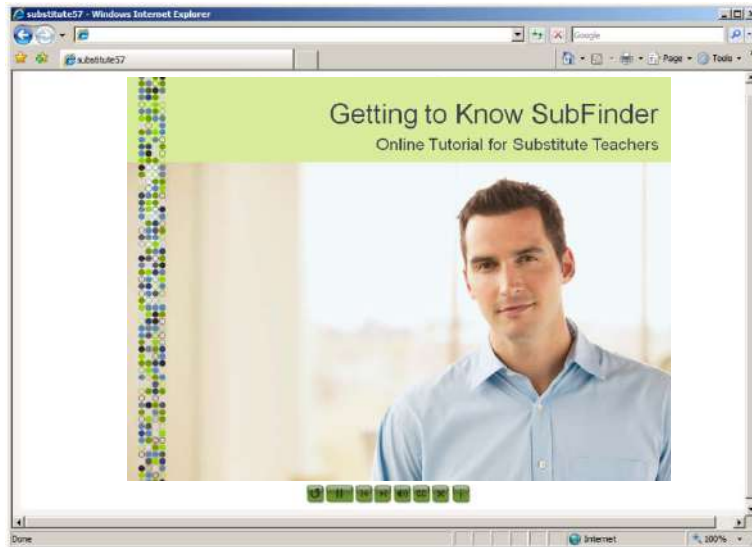


A screen will appear with any DND or Unavailable records for the specified date range. Depending upon the dates and time for each record, you may be able to edit and/or delete the entry by clicking on the appropriate record's **Edit** or **Delete** button.



## Tutorial

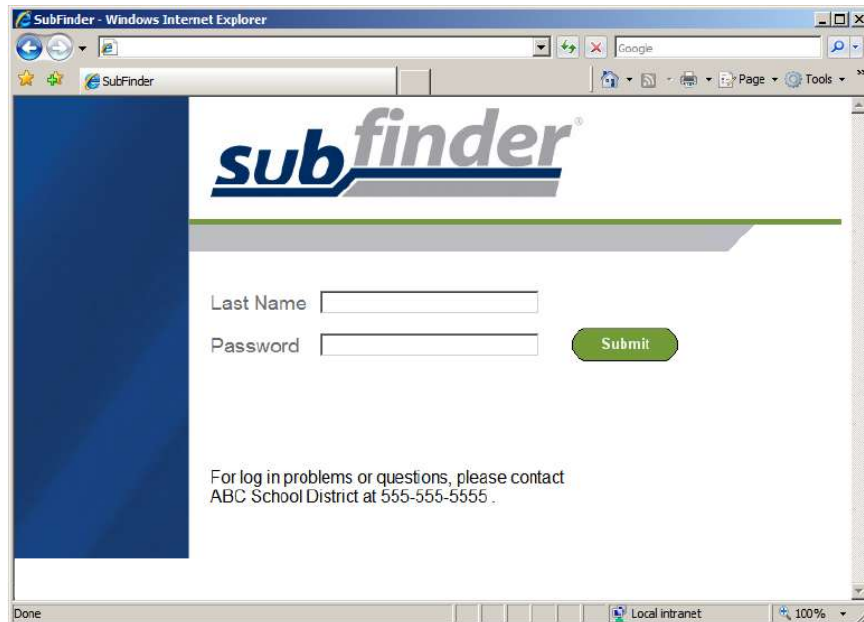
Click on **Tutorial** to begin an online video guide for SubFinder. The online video will open in a new browser window.



The video will begin playing when the screen opens and it finishes loading. It will play through the guide automatically until the end. Simply click on the “x” at the top of the screen to close the video.

## Log Out

When you are ready to leave SubFinder, click **Log Out**. You will return to the SubFinder Log In screen.



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## **SECTION 8: EMERGENCY CONTACTS**



## Emergency Contact List

School	Primary Contact	Primary Contact #	Emergency Contact #
Alhambra	Lori Nassif	602.764.6002	602.764.6061
Betty Fairfax	Edith Corona	602-764-9000	602-764-9062
BioScience	Evelyn Gonzales	602.764.5600	602.764.5600
Bostrom	Dawn Arnold	602.764.1700	602.764.1711
Camelback	Kellie Burris	602.764.7001	602.764.7117
Carl Hayden	Viviana Lopez	602.764.3035	602.764.3035
Central	Nelly Arenas	602.764.7502	602.764.7502
Cesar Chavez	Vanessa Sevilla	602.764.4010	602.764.4010
Desiderata	Christina Vanegas	602.764.0801	602.764.0801
Franklin	Elizabeth Lujan	602.764.0217	602.764.0201
Maryvale	Linda Coyle	602.764.2009	602.764.2020
Metro Tech	Diane Venetos	602.764.8008	602.764.8032
North	Pat Garcia	602.764.6511	602.764.6511
South Mountain	Twila Craig	602.764.5001	602.764.5160
Suns DiamondBacks Educational Academy	Maritza Velez	602.764.0050	602.764.0053
Trevor G. Browne	Kris Eaton	602.764.8516	602.764.8570

## **SECTION 9: APPENDICES**





# Phoenix Union High School District 2013-2014 School Calendar

## First Semester

Tuesday – Friday	July 30 – August 2	Teacher Inservice
Monday	August 5	Classes Begin
Monday	September 2	* Labor Day
Friday	October 4	End of First Term
Monday – Friday	October 7 - 11	** Fall Recess
Monday	November 11	* Veterans Day Recess
Thursday	November 28	* Thanksgiving Day
Friday	November 29	* Thanksgiving Recess
Wednesday - Thursday	December 18 – 19	Semester Exams
Friday	December 20	Report Preparation – No Classes
Friday	December 20	End of Second Term/First Semester

## Second Semester

Monday – Friday	December 23 – January 3	* Winter Recess
Monday	January 6	Classes Begin
Monday	January 20	* MLK/Civil Rights Day
Monday	February 17	* President’s Day
Friday	March 14	End of Third Term
Monday – Friday	March 17 – 21	* Spring Recess
Monday	March 31	* César Chávez Day
Friday	May 16	Senior Exams
Tuesday – Wednesday	May 20 – 21	Semester Exams
Wednesday	May 21	180 <sup>th</sup> Day/Last Day of Classes
Thursday	May 22	Graduation Day
Thursday	May 22	Duty Day – No Classes
Friday	May 23	Report Preparation – No Classes
Friday	May 23	End of Fourth Term/Second Semester
Friday	May 23	Last Day of 9 Month Contracts

<b>Number of Teaching Days</b>	
Term 1 – 44 Days	
Term 2 – 46 Days	Semester 1 – 90 Days
Term 3 – 48 Days	
Term 4 – 42 Days	Semester 2 – 90 Days
	(180 Days)

\* Students and all employees off.

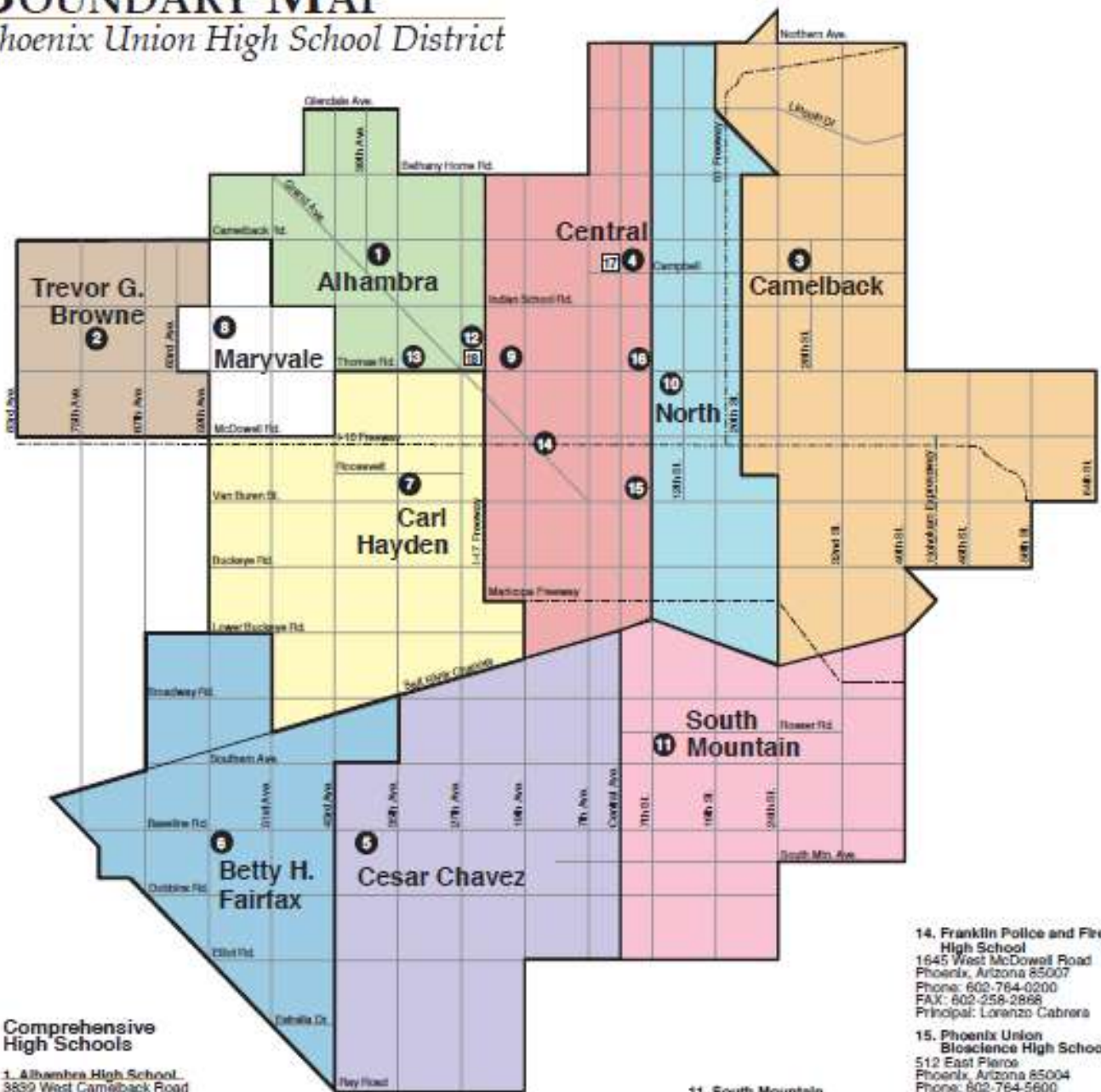
\*\* Students, 9, 9 ½, and appropriate 10 month employees.

**PHOENIX UNION HIGH SCHOOL DISTRICT**  
**Pay Schedule for Guest Teachers**  
**For Fiscal Year 2013-14**

<b>Pay Dates</b>	<b>Work Dates Covered</b>		<b># of Work Days</b>
<b>8/16/13</b>	Monday, August 05, 2013	Wednesday, August 07, 2013	3
<b>8/30/13</b>	Thursday, August 08, 2013	Wednesday, August 21, 2013	10
<b>9/13/13</b>	Thursday, August 22, 2013	Wednesday, September 04, 2013	9
<b>9/27/13</b>	Thursday, September 05, 2013	Wednesday, September 18, 2013	10
<b>10/11/13</b>	Thursday, September 19, 2013	Wednesday, October 02, 2013	10
<b>10/25/13</b>	Thursday, October 03, 2013	Wednesday, October 16, 2013	5
<b>11/8/13</b>	Thursday, October 17, 2013	Wednesday, October 30, 2013	10
<b>11/22/13</b>	Thursday, October 31, 2013	Wednesday, November 13, 2013	9
<b>12/6/13</b>	Thursday, November 14, 2013	Wednesday, November 27, 2013	8
<b>12/20/13</b>	Thursday, November 28, 2013	Wednesday, December 11, 2013	10
<b>1/3/14</b>	Thursday, December 12, 2013	Wednesday, December 18, 2013	7
<b>1/17/14</b>	Thursday, December 19, 2013	Wednesday, January 08, 2014	3
<b>1/31/14</b>	Thursday, January 09, 2014	Wednesday, January 22, 2014	9
<b>2/14/14</b>	Thursday, January 23, 2014	Wednesday, February 05, 2014	10
<b>2/28/14</b>	Thursday, February 06, 2014	Wednesday, February 19, 2014	9
<b>3/14/14</b>	Thursday, February 20, 2014	Wednesday, March 05, 2014	10
<b>3/28/14</b>	Thursday, March 06, 2014	Tuesday, March 12, 2013	7
<b>4/11/14</b>	Wednesday, March 13, 2013	Wednesday, April 02, 2014	7
<b>4/25/14</b>	Thursday, April 03, 2014	Wednesday, April 16, 2014	10
<b>5/9/14</b>	Thursday, April 17, 2014	Wednesday, April 30, 2014	10
<b>5/23/14</b>	Thursday, May 01, 2014	Wednesday, May 14, 2014	10
<b>6/5/14</b>	Thursday, May 15, 2014	Friday, May 23, 2014	7

# BOUNDARY MAP

Phoenix Union High School District



## Comprehensive High Schools

1. **Alhambra High School**  
3830 West Camelback Road  
Phoenix, Arizona 85019  
Phone: 602-764-6002  
FAX: 602-271-3497  
Principal: Claudio Coria
2. **Trevor G. Browne High School**  
7402 West Catalina Drive  
Phoenix, Arizona 85033  
Phone: 602-764-8516  
FAX: 602-764-8703  
Principal: Dr. Gabriel Trujillo
3. **Camelback High School**  
4612 North 28th Street  
Phoenix, Arizona 85016  
Phone: 602-764-7001  
FAX: 602-764-7021  
Principal: Dr. Chad Gestson
4. **Central High School**  
4525 North Central Avenue  
Phoenix, Arizona 85012  
Phone: 602-764-7502  
FAX: 602-271-2385  
Principal: Chris Jones

5. **Cesar Chavez High School**  
3921 West Baseline Road  
Laveen, Arizona 85339  
Phone: 602-764-4010  
FAX: 602-764-4406  
Principal: Scott Gayman
6. **Betty H. Fairfax High School**  
8225 South 50th Avenue  
Laveen, Arizona 85339  
Phone: 602-764-9000  
FAX: 602-237-1023  
Principal: Dr. Zachary Muñoz
7. **Carl Hayden Community High School**  
3333 West Roosevelt  
Phoenix, Arizona 85009  
Phone: 602-764-3035  
FAX: 602-229-8387  
Principal: Ricardo Cordova

8. **Maryvale High School**  
3415 North 50th Avenue  
Phoenix, Arizona 85033  
Phone: 602-764-2009  
FAX: 602-271-2597  
Principal: Phillip Verdugo
9. **Metro Tech High School**  
1900 West Thomas Road  
Phoenix, Arizona 85015  
Phone: 602-764-8008  
FAX: 602-764-8220  
Principal: Kate McDonald
10. **North High School**  
1101 East Thomas Road  
Phoenix, Arizona 85014  
Phone: 602-764-6511  
FAX: 602-271-2765  
Interim Principal: Juan Aldo Núñez

11. **South Mountain High School**  
5401 South 7th Street  
Phoenix, Arizona 85040  
Phone: 602-764-5001  
FAX: 602-271-2680  
Principal: LaCresha Williams

## Small Schools

12. **Bostrom High School**  
3535 North 27th Avenue  
Phoenix, Arizona 85017  
Phone: 602-764-1700  
FAX: 602-271-2923  
Principal: Alvin Watson
13. **Deaderata Programs**  
2520 North 34th Drive  
Phoenix, Arizona 85017  
Phone: 602-764-0800  
FAX: 602-271-2963  
Principal: Manuel Calderon

14. **Franklin Police and Fire High School**  
1645 West McDowell Road  
Phoenix, Arizona 85007  
Phone: 602-764-0200  
FAX: 602-258-2868  
Principal: Lorenzo Cabrera

15. **Phoenix Union BioScience High School**  
512 East Pierce  
Phoenix, Arizona 85004  
Phone: 602-764-5600  
FAX: 602-764-5690  
Principal: Dr. Quintin Boyce

16. **Sun-Diamondbacks Education Academy**  
2920 North 7th Street  
Phoenix, Arizona 85014  
Phone: 602-764-0050  
FAX: 602-744-1221  
Principal: Dr. Lisa Solnto

## Support Facilities

17. **Center for Educational Services**  
2502 North Central Avenue  
Phoenix, Arizona 85012  
602-764-1100
18. **District Support Facility**  
2528 West Osborn Road  
Phoenix, Arizona 85017  
602-764-1600