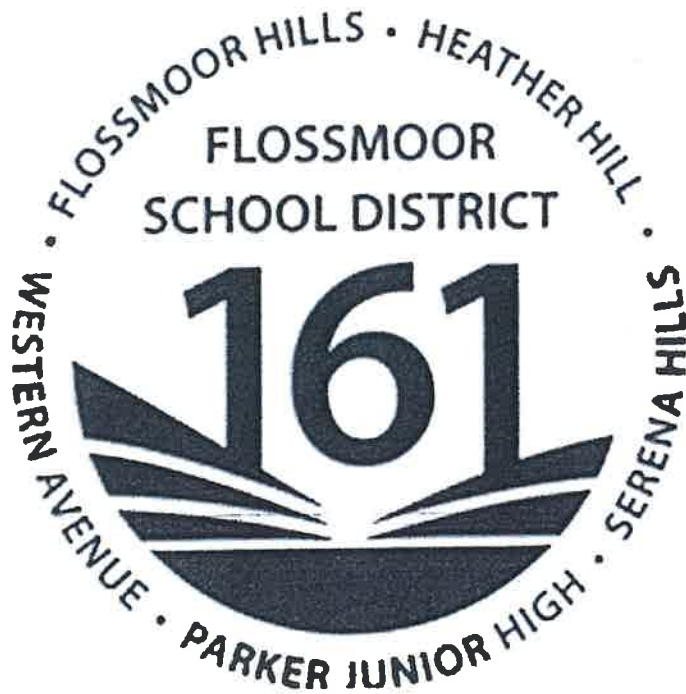


# Guest Teacher Information





**Flossmoor School District 161**  
**Engage. Inspire. Empower.**

**41 E. Elmwood Drive**  
**Chicago Heights, IL 60411**  
**(708) 647-7000**  
**[www.sd161.org](http://www.sd161.org)**

### Guest Teacher Rates

Day 1 - 40 (any building, not consecutive): \$125.00 per day

Day 41 - 99: \$130.00 per day

Day 100+: \$135.00 per day

Long term guest teachers: Daily rate equal to BA, step 1

If you have any questions regarding guest teacher rates, please feel free to contact:

Terri Stadtler, Human Resources Coordinator

[tstadtler@sd161.org](mailto:tstadtler@sd161.org)

708-647-7033

or

Emily Goers, Payroll Assistant

[egoers@sd161.org](mailto:egoers@sd161.org)

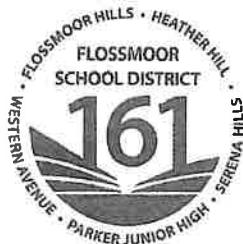
708-647-7024

**Flossmoor District 161**  
**Due Date: TimeClock Plus & Extra Duty Time Sheets**  
**2022/2023 School Year**

<b>Pay Period Ending</b>	<b>Received by Business Office for Processing</b>	<b>For Payment On</b>
Saturday, June 25, 2022	Tuesday, June 28, 2022	Friday, July 8, 2022
Sunday, July 10, 2022	Wednesday, July 13, 2022	Monday, July 25, 2022
Monday, July 25, 2022	Thursday, July 28, 2022	Wednesday, August 10, 2022
Wednesday, August 10, 2021	Monday, August 15, 2022	Thursday, August 25, 2022
Thursday, August 25, 2022	Tuesday, August 30, 2022	Friday, September 9, 2022
Saturday, September 10, 2022	Wednesday, September 14, 2022	Friday, September 23, 2022
Sunday, September 25, 2022	Wednesday, September 28, 2022	Friday, October 7, 2022
Tuesday, October 10, 2022	Thursday, October 13, 2022	Tuesday, October 25, 2022
Tuesday, October 25, 2022	Friday, October 28, 2022	Thursday, November 10, 2022
Thursday, November 10, 2022	Tuesday, November 15, 2022	Friday, November 25, 2022
Friday, November 25, 2022	Wednesday, November 30, 2022	Friday, December 9, 2022
Saturday, December 10, 2022	Wednesday, December 14, 2022	Friday, December 23, 2022
Sunday, December 25, 2022	Wednesday, December 28, 2022	Tuesday, January 10, 2023
Tuesday, January 10, 2023	Friday, January 13, 2023	Wednesday, January 25, 2023
Wednesday, January 25, 2023	Monday, January 30, 2023	Friday, February 10, 2023
Friday, February 10, 2023	Wednesday, February 15, 2023	Friday, February 24, 2023
Saturday, February 25, 2023	Wednesday, March 1, 2023	Friday, March 10, 2023
Friday, March 10, 2023	Wednesday, March 15, 2023	Friday, March 24, 2023
Saturday, March 25, 2023	Wednesday, March 29, 2023	Monday, April 10, 2023
Monday, April 10, 2023	Thursday, April 13, 2023	Tuesday, April 25, 2023
Tuesday, April 25, 2023	Friday, April 28, 2023	Wednesday, May 10, 2023
Wednesday, May 10, 2023	Monday, May 15, 2023	Thursday, May 25, 2023
Thursday, May 25, 2023	Tuesday, May 30, 2023	Friday, June 9, 2023
Saturday, June 10, 2023	Wednesday, June 14, 2023	Friday, June 23, 2023
Sunday, June 25, 2023	Wednesday, June 28, 2023	Monday, July 10, 2023

***ANY extra-duty for ALL staff MUST be turned in by the last day of school.  
It will NOT be paid in the new fiscal year.***

Cc: Principals, Administrative Assistants, Buildings/Grounds, Curriculum/Instruction, Student Services,  
Associate Superintendent, Transportation & Health Services



**Flossmoor School District 161**  
Engage. Inspire. Empower.

**Dr. Dana Smith, Superintendent**

41 E. Elmwood Drive  
Chicago Heights, IL 60411  
(708) 647-7030  
www.sd161.org

### 2022-23 School Times

**Parker Junior High School: 7:45 a.m. - 2:33 p.m.**

**All Elementary Schools: 8:40 a.m. - 3:15 p.m.**

### 2022-23 Calendar

Day	Date	Event
Monday	August 15	Teacher Institute Day
Tuesday	August 16	Teacher Institute Day
Wednesday	August 17	Teacher Institute Day
Thursday	August 18	First Day of School
Wednesday	August 24	Elementary Open Houses
Thursday	August 25	Parker Junior High Open House
Monday	September 5	Labor Day - District Closed
Wednesday	October 5	Yom Kippur - No Classes/District Open
Monday	October 10	District Closed
Friday	October 14	End of the First Quarter
Monday	October 31	School Improvement Day - Early Release
Monday	November 7	Veteran's Day Observance - District Closed
Tuesday	November 8	Election Day - No Classes
Monday	November 21	Parent/Teacher Conferences - No Classes
Tuesday	November 22	Parent/Teacher Conferences - No Classes
Wednesday	November 23	Non-Attendance Day - District Closed
Thursday	November 24	Thanksgiving Day - District Closed
Friday	November 25	Thanksgiving Holiday - District Closed
Thursday	December 22	End of the Second Quarter
Friday	December 23	Winter Break Begins - No Classes
Monday	January 9	School Resumes
Monday	January 16	Martin Luther King's Birthday - District Closed
Friday	February 10	Teacher Institute Day
Monday	February 13	Lincoln's Birthday - District Closed
Friday	March 3	School Improvement Day - Early Release
Monday	March 6	Casimir Pulaski Holiday - District Closed
Friday	March 10	End of the Third Quarter
Monday	April 3	Spring Break Begins
Friday	April 7	Good Friday - District Closed
Monday	April 10	Classes Resume
Monday	May 29	Memorial Day - No Classes
Wednesday	May 31	8th Grade Graduation [Tentative]
Friday	June 2	Last Day of School End of the Fourth Quarter

If emergencies occur, the calendar will be extended as needed (June 5, 6, 7, 8, and 9)

Board of Education approved: February 14, 2022

Revised April 11, 2022

## **GUEST TEACHER'S RESPONSIBILITIES**

The guest teacher has the same professional responsibilities as the regular classroom teacher.

Upon arrival at the assigned building, the guest teacher should:

1. Report to the school office and receive specific instructions.
2. Locate and peruse class time schedule, plan book/lesson plans, classroom record book, teaching materials, tests, and manuals that will be used for the day.
3. Become familiar with the building emergency procedures.
4. Become familiar with the seating arrangements.
5. Go over the names of the students recorded in the classroom record book, seating chart(s), or class lists and become familiar with them.
6. Check with the Principal or Building Administrative Assistant (Secretary) regarding scheduled programs, assemblies, audio/visual use and/or additional information regarding materials and procedures.
7. Introduce yourself to teachers in adjoining rooms or those at the same grade level, and feel free to ask for information regarding materials, procedures, etc.

The guest teacher should start the first minute of the day with good classroom management and organization including the following:

1. Be at the classroom door as the pupils arrive, or meet the students at the appropriate door when they arrive and walk them to the classroom.
2. Display an attitude of cheerfulness, warmth, and confidence.
3. Introduce yourself to pupils, and write your name on the chalkboard.
4. Check attendance as soon as the tardy bell rings. Follow the class opening routine for the particular school or classroom.
5. Present and discuss plans for class work.

Note: It is the responsibility of the guest teacher to follow, as closely as possible, the lesson plans left by the classroom teacher. Occasionally, the type of work could be such that a guest teacher cannot adequately continue with the regular teacher's plans for the day.

Before implementing anyone's set of emergency plans or deviating from the original set of lesson plans, seek direction from the appropriate building administrator.

6. Collect money and/or reports and turn them in to the proper place as directed by the building principal or his/her designee.

Note: Money, personal items, or anything of value is never to be left in the classroom.

7. Acceptance of Calls – Cell phones and beepers should be turned off during the time you are with students, and personal calls should be made only during lunch and/or planning when students are not present. Please make sure your family has the phone number of the building you are working in. Should there be a family emergency please have them call the building number.
8. Ethics – Guest teachers are expected to maintain the same ethical standards as regular teachers. Stories or gossip should not be carried from building to building or to the public. It is a violation of federal and state confidentiality laws to divulge information about students. Please refer to the Confidentiality Statement included with the Policies for additional information.
9. Expressions of Criticism – Guest teachers should not be critical of the school principal or of the regular teacher, as this does not lead to good relations between the regular staff and the guest staff. Every effort should be made to carry on the program of the regular teacher and to follow lesson plans according to the existing schedule. Such cooperation eliminates a disruption of the school and the pupil's learning processes.
10. Schedule – The guest teacher has the same responsibilities and assignments as the regular teacher. Guest teachers will receive a 30-minute duty-free lunch daily Monday through Friday. Plan to arrive at your assigned building by no later than 8:30 a.m. to allow yourself time to become acquainted with and prepare for the assignment.

Complete the day's assignment by:

- a. Leaving the teacher's desk and room in order.
- b. Returning the equipment to the proper place.
- c. Closing the windows, adjusting the shades, and turning off the lights.

- d. Leaving materials in the office or designated place.
  - e. Complete the proper follow-up report, if distributed.
  - f. Planning the next day's work, if requested and if returning to the same assignment.
11. Professional Attire – Guest teachers are role models for students. A professional appearance is a reflection of you and serves as an example to our students. Your appearance and clothing should not distract from the educational environment.
12. Confidentiality – Flossmoor School District 161 has in effect policies and procedures that ensure the protection of the confidentiality of any personally identifiable information collected, used, or maintained by the District. All employees, as agents of Flossmoor School District 161, shall comply with the District's policies and procedures on confidentiality, as well as state and federal laws.

## **RESPONSIBILITIES OF THE SCHOOL**

The Principal or Assistant Principal should see that the guest teacher is given:

- A friendly welcome;
- A bell schedule (including fire and tornado drills);
- Information about general building procedures (i.e. hall duties, lunchroom duties; restroom privileges of students, location of restrooms and teacher lounge, etc.);
- Information about procedures in case of injury to a pupil;
- Notice of any extra activities (special programs, etc.) for the day;

The Principal or Assistant Principal should see that the guest teacher:

- Follows the regular teacher's lesson plans;
- Has the necessary supplies to carry on the day's activities;
- Uses good teaching techniques;
- Knows the procedures for reporting pupil attendance, handling any money, etc.;
- Helps in planning the day's program if the guest teacher is teaching a class out of his/her field.

The regular teacher should:

- Leave a schedule of the day's program in an easily visible location;
- Have an up-to-date seating chart;
- Leave lesson plans which the guest teacher can easily follow;
- Leaves notes about any special problems (which child has nose bleeds, which student must be excused at his/her request, etc.) and also names of pupils who can give the guest teacher any help he/she might need as well as the names of pupils who have special duties on the playground, in the classroom or in the lunchroom;
- If a student has an asterisk after their name that indicates there is information in a confidential file folder with your guest teacher plans. The following information may be included: health concerns, behavioral intervention plans, adverse effect forms (a summary of a student's individual educational plan), a 504 Plan or information pertinent to an individual child. *This information is highly confidential and not to be shared.*
- Have the supplies available and textbooks in an easily located place. If any of these are kept locked, a note should be left informing the guest teacher where he/she can find the key.
- Leave information about usual homeroom activities, grading of papers or oral work, homework assignments, and privileges of pupils in the room as well as specific discipline procedures used in their classroom.

The pupils should:

- Be prepared to accept the guest teacher;
- Good manners and helpful attitudes should be encouraged by the regular teacher so that when a guest teacher is required to come to his/her room, he/she will be shown the same courtesy as is shown the regular teacher. The attitudes of the regular teacher will reflect in the attitudes of the pupils.
- It would be helpful to have an appointed pupil to act as leader and take over duties such as roll call, etc. (Note: Discipline has been listed as the most pressing problem of guest teachers and a class which has been prepared to be helpful instead of mischievous will certainly help to eliminate this problem).



## **CLASSROOM CLIMATE AND MANAGEMENT**

Classroom management includes all the things that teachers do to secure and maintain student cooperation and involvement in classroom activities. Recent research indicates that successful management involves not merely responding effectively when problems occur but preventing problems from occurring. In general, effective classroom managers are better at giving clear directions and information, frequently stating desired attitudes and behavior, providing activities and assignments within higher levels of student success, presenting clear expectations for work standards, providing consistent responses to appropriate and inappropriate behavior and frequently using classroom rules and procedures to deal with behavior problems.

An effective guest teacher quickly establishes expectations for student performance, arranges activities for high-at-risk student activity, continually monitors student performance and establishes positive rapport with students.

Safety and order must be paramount considerations. Advice or assistance from the principal of the school should be sought if concerns arise.

## **SUGGESTIONS FOR CLASSROOM MANAGEMENT**

1. Discipline is based on mutual understanding through honest, open communication.
2. Problems do not usually develop if the content of instruction is worthwhile and is presented in an interesting manner.
3. The initial impact of the guest teacher is a key factor in successful classroom management. Self-confidence, self-knowledge, resilience, initiative, and resourcefulness are some necessary prerequisites.
4. Teach what the classroom teacher asked you to cover and keep the students busy with that subject matter for the entire period schedule. If you do not understand from the notes left by the teacher how the lesson should proceed, feel free to ask another teacher of the same grade or course for some further

information. Convey to the students that you are a master of the subject matter and that the work you are asking them to do is as important as the work their regular teacher would be asking them to do at that time.

5. As a guest teacher, you set the stage for a successful experience by being prompt, neat, patient, honest, flexible, enthusiastic, and accepting.
6. If there is time before the class arrives, review the day's schedule and become familiar with related activities. When the students arrive, introduce yourself and write your name on the board. Try to call students by their names. This tends to prevent problems. To help you remember the students' names, use a seating chart or name tags.
7. If discipline problems arise which you are unable to manage, the principal should be contacted immediately for assistance.
8. In any situation, no matter how well managed, emergencies will arise. Accidents, illnesses, the administering of medications, and other emergencies must be referred to the principal.
9. Good communication between you and the regular teacher is essential to the students' continuity of learning. You should provide the regular teacher with a summary of each day's accomplishments. A Guest Teacher Report form will be provided for this purpose. See Forms for a sample.

Some techniques you can use to gain class control are as follows:

1. Non-verbal technique – Ignore a minor misbehavior which is an attempt to gain attention. Non-verbal communication such as eye contact directed to the misbehaving student(s) can be used.
2. Gestures – Let the misbehaving student know of the misbehaviors through head movements or directional gestures.
3. Proximity Praise – Move closer to a child misbehaving or have the child move closer to you.
4. Separate – Separate students who are being disruptive. Move them to other seats or other available desks within the classroom. No students should be separated outside of the classroom without adult supervision present.

5. Circulate – Walk around the room and keep encouraging students.
6. Directed Verbal Comments – In a calm manner, tell the student the appropriate behavior you desire.

If...Then...Consequences – Make certain the consequence is appropriate for the situation and follow-through with the reasonable consequence for the misbehavior. Think of appropriate consequences before the misbehavior occurs.

Serious student infractions should be reported to the principal immediately.

Teachers are not authorized to use corporal punishment under any circumstances.



# POLICIES

**INSTRUCTION**

**Educational Philosophy and Objectives**

**Instructional Philosophy**

**Flossmoor School District 161 shall provide each student with a traditional, rigorous academic curriculum with a broad-based, core foundation of facts, knowledge and skills that will provide each graduate with an educational base for excelling in high school and beyond.**

**Students and parents are expected to be active participants in the educational experience. The curriculum offered must challenge each student and allow him/her to progress at a rate commensurate with his/her potential.**

**Professional staff are expected to use direct instruction, specifically functioning as a classroom leader. Other delivery systems are expected to be data and research based, which utilize current available resources to achieve academic improvement.**

**The Board of Education directs the administration to implement this philosophy and the Board's regulations in the School District as a basic building block for school improvement.**

**CROSS REF: 1:30 (School District Philosophy), 3:10 (Goals and Objectives), 6:15 (School Accountability), 7:10 (Equal Educational Opportunities)**

**ADOPTED: February 11, 2008**

**INSTRUCTION****Education of Children with Disabilities**

The District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term "children with disabilities," as used in this policy, means children between ages 3 and 15 for whom it is determined, through definitions and procedures described in the *Illinois Rules and Regulations to Govern the Organization and Administration of Special Education*, that special education services are needed.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Rules and Regulations to Govern the Administration of Special Education. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts that shall assist the School District in fulfilling its obligations to the District's disabled students.

If necessary, students may also be placed in nonpublic special education programs or education facilities.

**LEGAL REF.:** Americans With Disabilities Act, 42 U.S.C. §12101 et seq.  
Individuals With Disabilities Education Act, 20 U.S.C.  
§1400 et seq.  
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.  
105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02a.  
23 Ill.Admin.Code §226.

**CROSS REF.:** 2:150 (Committees), 7:230 (Misconduct by Students with  
Disabilities)

**ADOPTED:** July 14, 2008

### **Confidentiality**

Flossmoor School District 161 has in effect policies and procedures that ensure the protection of the confidentiality of any personally identifiable information collected, used, or maintained by the District. All employees, as agents of Flossmoor School District 161, shall comply with the District's policies and procedures on confidentiality, as well as state and federal laws.

## Flossmoor School District 161

### **CONFIDENTIALITY**

**It is the responsibility of employees in Flossmoor School District 161 to maintain the confidentiality of information about students, families, employees, issues and situations, which they encounter or to which they have access in the course of performing job functions. In addition, employees have a responsibility to avoid office politics and office gossip that may impact confidentiality.**

**The purpose of this communication is to remind you of the importance that confidentiality plays in all employment in Flossmoor School District 161.**

**Confidential information includes but is not limited to non-public information such as:**

**Discipline lists or histories  
Special Education placement lists  
Student records  
Student grades, rankings, achievement scores  
Client diagnosis and treatment  
Family history/information  
Personnel information on employees and candidates for positions  
Personnel records  
Computer system access codes  
Other information deemed confidential/sensitive**