



2025-2026

Substitute Teacher Handbook

**School District of Clayton Administration Center
#2 Mark Twain Circle
Clayton, MO 63105
Phone: (314) 854-6000 Fax: (314) 854-6093**

**www.frontlineeducation.com
Absence Management by phone 1-800-942-3767**

Non-Discrimination Disclosure

It is the policy of the School District of Clayton not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990.

Behavior that is not unlawful or does not rise to the level of illegal discrimination or harassment might be unacceptable for the workplace or the educational environment. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics. Accordingly, the District prohibits discrimination or harassment on the basis of sexual orientation, perceived sexual orientation or gender identity.

Inquiries related to the District's employment practices should be directed to Dr. Kelly Sollberger, Assistant Superintendent of Human Resources, School District of Clayton, #2 Mark Twain Circle, Clayton, Missouri 63105 or by phone at (314) 854-6039. Inquiries related to the District's student programs should be directed to Dr. Cameron Poole, Assistant Superintendent of Equity and Student Services, School District of Clayton, #2 Mark Twain Circle, Clayton, Missouri, 63105 or by phone at (314) 854-6018.

Inquiries or concerns regarding civil rights compliance by school districts should be directed to the local school district Title IX/non-discrimination coordinator. Inquiries and complaints may also be directed to the Kansas City Office, Office for Civil Rights, US Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114; (816) 268-0550; TDD (877) 521-2172.

School District of Clayton
#2 Mark Twain Circle
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(314) 854-6000



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WELCOME

Welcome to the School District of Clayton and your role as a substitute teacher in our District! High-quality substitute teachers are critical for the continuation of the learning process when our classroom teachers are absent. Whether substitute teachers are giving direct instruction, monitoring students or assisting staff they ensure the day is purposeful and productive.

The School District of Clayton is student-centered. Being student-centered means we are responsible for student learning by knowing students well, valuing every child, and placing students at the center of every decision.

The information in this handbook presents general policies and procedures for the School District of Clayton. Individual schools and classrooms may use additional practices to fit their needs. Please seek information and support throughout the system. The entire staff appreciates the contributions of the substitute teachers and wishes to foster their success in our schools.

Mission Statement

The School District of Clayton will strive to develop in all its children the strength of character, the skills, the knowledge, and the wisdom necessary to build creative, productive lives and to contribute to a global society.

**School District of Clayton
Administration**

Nisha Patel

Superintendent of Schools

Milena Garganigo

Assistant Superintendent of Teaching and Learning

Cameron Poole

Chief Officer of Equity & Student Services

Kelly Sollberger

Assistant Superintendent of Human Resources

John Brazeal

Chief Financial Officer

Gina Tarte

Chief Communications Officer

Luke Heitert

Chief Technology Officer

District Contact Information

Rachel Benz

854-6039

Administrative Assistant Human Resources

Absence Management Administrator

rachelbenz@claytonschoools.net

Linda Benz

854-6029

Payroll Specialist

lindabenz@claytonschoools.net

Heather Christman

854-6612

Nurse, Glenridge Elementary School

heatherchristman@claytonschoools.net

Building Contact Information

Ralph M. Captain Elementary School (K–5)

6345 Northwood

854-6100

Erin Knight, Principal

Candice Price, Building Substitute Coordinator 854-6139

Glenridge Elementary School (K–5)

7447 Wellington Way

854-6200

Tarita Murdock, Principal

Shelley Leeper, Building Substitute Coordinator 854-6225

Meramec Elementary School (K–5)

400 South Meramec

854-6300

Patrick Fisher, Principal

Cathy Kopp, Building Substitute Coordinator 854-6311

Wydown Middle School (6–8)

6500 Wydown

854-6400

Jamie Jordan, Principal

Julie Bunton, Building Substitute Coordinator 854-6411

Clayton High School (9-12)

#1 Mark Twain Circle

854-6600

Dan Gutchewsky, Principal

Tanya Brooks, Building Substitute Coordinator 854-6616

Building Schedules

The following beginning and ending times are the regular schedules for the Clayton schools. **Substitute teachers need to arrive at least thirty minutes before the beginning of school. If a substitute teacher cannot meet the time of arrival because of late calls or delays, the substitute must telephone the school and give an estimated time of arrival.** Substitute teachers can expect to remain in the schools twenty minutes after the end of the students' day.

Elementary Schools	8:40 – 3:30
Wydown Middle School	8:15 – 3:12
Clayton High School	8:15 – 3:05

Daily Substitute Rates 2025-2026

Substitutes requested to work on a day-to-day basis (as needed) will be compensated based on the following:

Substitute for a Teacher/Teacher Assistant	\$130.00 per day (\$65.00 half day)
Substitute for SSD Paraprofessional	\$130.00 per day (\$65.00 half day)
Retired Clayton Teachers	\$175.00 per day (\$87.50 half day)

(Half day is considered 4 hours)

Long-Term Substitutes

The District will occasionally need long-term substitutes to cover extended leaves of absence for its regular teachers and interns. “Long-term” is defined as a single assignment lasting **longer** than 15 workdays. In the event a long-term substitute is needed, the long-term substitute will receive a rate of pay based on the following:

Long-term Substitute for a Teacher	\$175.00 per day
Long-term Substitute for a Teacher Assistant	\$135.00 per day
Retired Clayton Teachers Long-Term Substitute	\$225.00 per day
Long-term Substitute for a SSD Teacher	\$175.00 per day
Long-term Substitute for a SSD Paraprofessional	\$135.00 per day

The higher rate of pay is to compensate for additional duties and responsibilities required of a long-term substitute. The building administrator, teacher or other appropriate staff member will determine these duties and responsibilities for the position.

In most cases long-term substitute assignments are for a planned leave and can be arranged prior to the absence. At times, unpredictable situations arise which prevent this proactive scheduling. If a substitute teacher, working in a day-to-day assignment, remains in a position for **more** than 15 workdays the long-term rate is granted retroactive to the first day of the assignment.

******Substitute Teachers on daily or long-term assignments do not have a contract of employment for any guaranteed period of time. A long-term substitute teacher may be given an estimated timeline of the assignment, however, the beginning and end dates are subject to change due to District needs and satisfactory performance.******

Substitute Nurses

Substitute for Nurse	\$20 per hour
Long-Term Substitute for Nurse	\$23 per hour

The calling procedure for substitute nurses will be similar to that used for substitute teachers. Any questions about working as a substitute nurse for the District should be directed to Cameron Poole, Assistant Superintendent of Equity Student Services at (314)854-6000.

2026 Substitute Pay Schedule

Pay Date	Substitute Days Worked During
8/29/2025	8/04/2025-8/17/2025
9/15/2025	8/18/2025-8/31/2025
9/30/2025	9/01/2025-9/14/2025
10/15/2025	9/15/2025-10/05/2025
10/31/2025	10/06/2025-10/19/2025
11/14/2025	10/20/2025-11/02/2025
11/26/2025	11/03/2025-11/16/2025
12/15/2025	11/17/2025-11/30/2025
12/30/2025	12/01/2025-12/14/2025
1/15/2026	12/15/2025-12/28/2025
1/30/2026	12/29/2025–1/18/2026
2/13/2026	1/19/2026-2/01/2026
2/27/2026	2/2/2026-2/15/2026
3/13/2026	2/16/2026-3/01/2026
3/31/2026	3/02/2026-3/15/2026
4/15/2026	3/16/2026-3/29/2026
4/30/2026	3/30/2026-4/19/2026
5/15/2026	4/20/2026-5/03/2026
5/29/2026	5/04/2026-5/17/2026
6/15/2026	5/18/2026-5/31/2026
6/30/2026	6/01/2026-6/14/2026

Daily Beginning and Ending Procedures

Preparing Ahead of Time

To help you prepare for substitute teaching, consider the following:

1. Identify appropriate clothing to wear
2. Have paper and pen available near the phone to write down assignments
3. Know how to get to each school where you may work

In the Morning

Know the following information about your assignment:

1. School name
2. Name of staff member
3. Grade level(s) or academic subject(s)
4. Expected times of arrival and departure

Last minute morning assignments are difficult to fill, so if available, please accept the position. Then, contact the building coordinator to notify them of an estimated arrival time.

Arrival

1. **Arrive at least 30 minutes before school starts.** Be enthusiastic about the day, while serious about your role. Building start/end times are as follows:

Elementary Schools	8:40 – 3:30
Wydown Middle School	8:15 – 3:12
Clayton High School	8:15 – 3:05

2. Sign in at the main office to let them know that you have arrived (required for payment), pick up substitute folder and ask pertinent questions:

Will I be responsible for playground, lunch, or other duties?

Do any of the students have a medical plan?

If the need arises, how do I refer a student to the office?

How do I report students who are tardy or absent?

3. Find your classroom(s) and locate lesson plans, evacuation map, restrooms, staff room, cafeteria, auditorium, gym, library and drinking fountains before school begins.
4. Meet the teachers in neighboring rooms – they can be a great resource.

Permanent teachers will leave written lesson plans in their classrooms or department areas. In addition, oral instructions from colleagues may supplement lesson plans.

Substitute teachers are employed for the school day and are required to remain on school grounds until the end of the day. When a substitute teacher has unassigned time the building administrator may ask them to fill other assignments. They may be requested to assist on playgrounds, in cafeterias, libraries or other areas.

During the Day

- Enter the classroom with confidence. Put your name on the board. Locate and review classroom rules and emergency information.
- Read through the lesson plan and locate books, handouts and papers that will be needed throughout the day. Study the classroom seating chart(s). If you can't find a seating chart, get ready to make your own.
- When the bell rings, stand in the doorway and greet students as they enter the classroom. Be professional, friendly, and enthusiastic about the day. This first impression will take you a long way.
- Remain with the students at all times – do not leave the class unattended.
- Be familiar enough with the lesson plans to keep the class moving – have “filler” activities planned to avoid down time where students just sit and talk.
- Do not take care of personal business during the school day.

- ✓ *Turn your cell phone OFF during class time. Check your messages during your lunch break.*
- ✓ *Do not schedule personal appointments that would take you off campus during the day*

- Do your best to **follow the lesson plans** and carry out the assigned duties left by the permanent teacher. Over 75 percent of permanent teachers report that they spend at least 45 minutes preparing lesson plans and materials for substitute teachers. Having invested both time and energy into these plans, having them carried out is very important to the permanent teacher.
- On the other hand, you may enter a classroom where you are unable to locate the lesson plan or necessary materials. In such a case, act quickly, calmly, and confidently. **First, notify the building coordinator and neighboring colleagues** of the situation, so they can start to create a plan. Then, utilize materials and ideas in your SubPack, so your time with students is productive until the plan arrives.
- Whatever situation or challenge you are faced with, always strive to be positive and respectful. Permanent teachers care about the students in their class. They know each student's strengths and weaknesses and want to see these handled appropriately. They expect the substitute teacher to appreciate the good in their students and bring out the best in them.
- Permanent teachers urge substitute teachers to be aware of how small things; like using a normal voice, giving praise, and having a positive attitude, can affect students. Students resent teachers who talk down to them, make promises or threats they don't intend to keep, and are not fair in administering rewards and consequences. Treating students as individuals is important. Don't blame the whole class or punish the group for the misdeeds of a few.
- When a substitute teacher uses good judgment, avoids criticism and adapts to circumstances in a positive way, she/he becomes a professional role model for both the students in the class and other teachers.

End of the Day

Being a professional is just as important at the end of the day as it is at the beginning. What you do just before the school day ends will be the impression students take home. How you leave the classroom will be the first impression the permanent teacher has of you when she/he returns.

Before Students Leave

There are several things you should do during the last few minutes of class before the students leave.

- If the teacher has classroom sets (calculators, scissors, books, etc.), make sure they are all returned before the students leave the room. It is much easier to locate a missing calculator in a class of 30 than trying to find it somewhere in the whole school.
- Challenge students to recall, and list on the board, projects and topics they have studied that day. (*Now they will have a positive answer when parents ask what they did in school, instead of the traditional, "Nothing, we had a substitute teacher."*)
- Remind students of homework. Writing homework assignments on the board throughout the day will help you and the students remember.
- Have students straighten and clean up the area around their desks.

After Students Leave

- After students have gone, take a few minutes to complete your professional duties as a substitute teacher. **It is required that substitute teachers fill out the feedback section on Absence Management** for the permanent teacher. This creates a permanent record of the events of the day in case they are needed in the future. Write a detailed summary of what was accomplished throughout the day, along with any problems that arose and how they were handled. Include notes about things that went well, or students that were particularly helpful.
- **If, for any reason, you were unable to carry out the plans left by the permanent teacher, make sure you explain why you were unable to carry them out and what you did instead.** Leave your name, phone number and an invitation for the permanent teacher to contact you if they have any questions, or to request you as their substitute teacher again in the future.
- Leave the teacher's desk and assignments completed by students neatly organized. Close windows, turn off lights and equipment, and double check to make sure the room is in good order before you lock the door and head for the office. At the office, return keys, guest teacher badges, substitute folder, and express appreciation for assistance provided.

Permanent Teacher Feedback

Permanent teachers are asked to complete feedback on Absence Management as well. Teachers base their responses on the feedback left by the substitute teacher, the observations of teachers who worked with or observed the substitute teacher's work and the responses of the students. These evaluations are kept on file in the Human Resources Office. Substitute teachers may make appointments to read their evaluations.

Minor issues are often resolved through a conversation between the substitute and appropriate building or administrative personnel. Negative evaluations and/or persistent problems may affect a substitute teacher's continued employment in the District.

District Expectations

Substitute teachers play a key role in continuing educational programs in the absence of the classroom teacher. They have the responsibility to provide a safe and appropriate learning environment, as well as continue the academic program.

Having coverage for all substitute assignments is critical for the success of our students. To ensure all positions are covered we ask that you follow these guidelines. Consider the assignment before accepting. **Do not cancel one assignment to take another. If you must cancel an assignment due to an illness or emergency, do so as soon as possible. It is very difficult to get last minute vacancies filled.**

Instruction

The primary assignment of the substitute teacher is to **implement the lesson plan** the classroom teacher has provided. It is not always possible to anticipate student reactions and timing of the lessons. Therefore, the substitute teacher has some leeway to adjust plans as needed. The substitute teacher should leave specific reports about any changes that were made. When there is doubt about the lessons, it is best to seek information from teachers who work nearby, rather than to rely on student suggestions.

Medications

All medicine should be issued to students through the nurse's office. Substitute teachers should never administer medicine. When students need to see the nurse, they should be sent with a pass and return to the classroom with it signed by the nurse. If students do not return to class, the substitute teacher should contact the office or the nurse at the end of the class period.

EMERGENCY PROCEDURES

Emergency information is included in the substitute teacher folder received when signing in at each building. **Emergency evacuation routes are also posted next to doorways in every room.** Substitute teachers should become familiar with the **Safety & Security Quick Reference Guide**, which is located in all classrooms.

CONFIDENTIALITY

All information contained in a student's educational record, except for information designated as directory information by the District, shall be confidential. In addition, parents/guardians and students have a right to expect that student health information will be kept confidential. Student educational records shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students.

School District of Clayton - Student Discipline Policy

The Board of Education believes discipline is a learning process that enables students to make decisions and solve problems in a manner that is respectful of both students and adults. We believe each student is unique and has the potential for making positive contributions to society. We believe individuals will come to know and appreciate their own worth and that of others by working in groups. The School District of Clayton services many age groups whose rights and responsibilities differ according to their levels of maturity. We believe that by accepting and fulfilling appropriate responsibilities, individuals will come to value resultant privileges.

Students must be given opportunities to accept responsibilities within the parameters set by those in authority. Therefore, we commit ourselves in a cooperative effort with students, parents, community, law enforcement officials, family court, and school personnel to provide an atmosphere that will allow students to:

1. Be accountable for their actions and realize that privileges imply responsibilities.
2. Acquire the values and attitudes necessary for responsible citizenship.
3. Display a positive attitude toward learning and the school environment.
4. Know and follow the rules of the school community and use appropriate channels to solve problems.
5. Demonstrate appreciation for the dignity, uniqueness and integrity of all people.
6. Develop a sense of responsibility to groups in which they participate.
7. Accept the decisions of those in authority.

The District shall hold students accountable for conduct that impairs good order and discipline in the school or the morale of the pupils. We believe our schools must provide a safe and orderly environment where students demonstrate respect for property and learning is not jeopardized by disruptions.

Classroom Management

Substitute teachers assume the classroom teachers' responsibilities for supervision and management of students, including conduct of students in classrooms, hallways, and other areas where substitute teachers are working.

Good substitute teachers must establish a positive classroom atmosphere as early as possible:

1. Write your name on the board before class begins.
2. Briefly introduce yourself to the class.
3. Be kind but firm:
 - Explain the classroom rules remain in effect and will be enforced.
 - Remind students you will be reporting behaviors, especially those of helpful and hard-working students, to the permanent teacher.
 - Understand students' needs but remain committed to following the classroom teacher's directions.
 - Correct without embarrassing the students.

When you encounter disruptive or dangerous behavior, immediately address the student and direct the student toward more appropriate conduct. If assistance is necessary, request an administrator come to the area. DO NOT leave the class to find an administrator. You should remain with the class.